READ 5395/6395: Leadership and Literacy
Spring 2015
Thursday 7:00 – 9:30 PM | ECDC 219A

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Office hours:
Tuesday 10:00 AM - 1:00 PM
Wednesday 10:00 AM - 1:00 PM
Or by appointment, face-to-face or online

Course Description
Leadership and Literacy, Prerequisite: READ 5345. This course emphasizes “how to” disseminate reading research to critical stakeholders involved in education. Techniques include, but are not limited to, coaching, collaborating, mentoring, and consulting with colleagues. This course is required for the Master Reading Teacher Certificate.

Learning Objectives
(Student learning outcomes)

1. The student will demonstrate proficiency in the instructional role of literacy leader in various ways i.e., supports classroom teaching, and works collaboratively to implement a quality reading program.
2. The student will demonstrate proficiency in the assessment role of literacy leader.
3. The student will demonstrate proficiency as a literacy leader in providing professional development for a variety of critical stakeholders.
4. The student will demonstrate proficiency as a literacy leader by having in-depth knowledge of reading processes, acquisition, response to intervention (RTI), assessment, and instruction.
5. The student will demonstrate proficiency as a literacy leader by working with teachers to improve instructional practices.

Major Course Requirements
1. Literacy leader: Select and research a literacy leader. You will select from leaders in the Reading Hall of Fame or an individual who is considered a leader in reading and/or literacy. You will read a minimum of five to seven of their articles and chapter contributions or books. A handout will be provided with the details for this assignment.

2. Standards for Reading Professionals: You will be assigned one of the six standards for Reading Professionals. You will select 2 – 4 of the reading selections identified by the Standards 2010 Committee that were used to develop this standard and present the information to the class. You will need to provide the class with copies of the readings you selected along with a study guide. The study guide should include objectives, list of any unfamiliar terms, and a minimum of 5 questions. This activity will be uploaded to Blackboard and is to be completed online. See calendar for dates.

3. Instructional Leadership: The goal of this assignment is to implement a new instructional approach, activity, philosophy, or program in your school. You will audit your current instructional practices and evaluate where change is needed. Or, you can add an additional strategy to the existing curriculum. After researching the instructional approach, you can attack this assignment in two ways: 1) you can implement the instruction in your classroom and report the results to your colleagues, or 2) provide professional development for your teachers, and encourage them to implement the method(s) and monitor the implementation. Talk with your administrators about the best way to deliver the PD. In most cases, it may be an optional session after school. Consider the following steps:
   - Think about your existing curriculum and consider what it needs or what could be added
   - Research an activity, method, strategy, program, or instructional approach that could benefit your class/school
   - 1) implement the activity in your class 2) provide PD to your school
   - Share the results in a PD session
   - Present your assignment to the class. You will describe the research, your implementation plan, the PD session(s), and preliminary results. You can include photos, data, video, interviews with teachers, or anything that you feel helps demonstrates the impact your leadership had on your school.

*If you are not currently teaching, you will need to pair up with someone who has access to a school.*

**ALTERNATE ASSIGNMENT:** If you are unable to team up with someone in the schools, you may choose to complete this assignment instead of the Instructional Leadership assignment.

Case Study: You will identify and complete a case study of a literacy leader at your school or district.

*Step One: Pick a Target*
When seeking a subject for a case, look for a key player who is willing to tell his or her story. Subjects that make for compelling cases include individuals who have had failures and/or successes; special situations or incidents, lucky outcomes; personal insights: and leadership and/or management of current tough decisions.

**Step Two: Define the Parameters of the Case**

The success of the story depends on staying focused on the principles as stated above and by bounding the case, or defining the parameters of the story. The most important guideline for this early step is to include the principles of the case study. The writer must have a definite purpose in mind. However, the purpose may change over time as the case unfolds (new learning opportunities often emerge that expand the original intent).

**Step Three: Do the Homework: Background Research**

Research is essential to the success of any case study. Before talking to the principals involved, gather as much background information on individual, the educational setting, and the community as possible.

**Step Four: Interview Key Players to Get Their Story**

This is perhaps the most important step in the case study creation process: interviewing the primary sources. Without direct, open participation by protagonists in constructing the narrative, not only will critical perspectives and information be missing, the story will lack the color and depth only firsthand accounts and quotes can provide. In addition, more than one side of the story (from primary sources) should be collected. Conduct interviews with any (and possibly all) of the following: administrators, teachers, students, parents, and community members.

4. **Professional Development:** As a literacy leader, you will be expected to disseminate information to critical stakeholders. One way of sharing that information is through professional development. You are to select the topic and provide professional development in the form of a poster session to all stakeholders as identified by the Standards 2010 Committee. You may choose to use the topic from your Instructional Leadership assignment. Your presentation of the poster is to be informative and highly interactive. The poster will be displayed at the Literacy Award Luncheon, sponsored by the Student Reading Council.

**Differentiation:**

Yes, I too differentiate. I will make accommodations for those students enrolled in this course who focus on other content areas. The framework/structure of the assignments will not change, but I might allow different content on a case by case basis.

**Ph.D. Requirements**

Students enrolled in 6395 will be required to prepare their instructional leadership assignment for submission to a peer-reviewed journal. I recommend that elementary oriented students prepare a
2500 word teaching tip for the Reading Teacher. For secondary, the tip can be prepared for Reading Matters.

**Required or Recommended Readings**


**Required position statements and/or online articles are:**


**Recommended or Supplemental Reading:**


*Website:*

*List of Supplies* N/A

**State Adopted Proficiencies/ (COE)**

A. The literacy leader possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. The literacy leader creates a learner-centered community; the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. The literacy leader responds appropriately to diverse groups of learners.

D. While acting as an advocate for all students and the school, the literacy leader demonstrates effective professional and interpersonal communication skills.

**TExES Competencies**
Competency 001 Higher-Order Thinking
The elementary teacher understands, applies, and encourages higher-order thinking skills in various language arts contexts across the curriculum.

Competency 004 Reading Process
The elementary teacher understands reading as a process in which the reader, text, and context interact; recognizes how reading competence emerges; and applies this knowledge in instructional contexts.

Competency 016 Language Arts Across the Content Areas
The elementary teacher recognizes the importance of language competence for learning across the content areas and knows how to apply language arts strategies and concepts in relation to content in a variety of subjects.

Competency 019 Recent Developments and Issues
The elementary teacher is familiar with recent developments and issues in language arts education.

Course Policies

Attendance/tardiness
1. Students are expected to attend class regularly. Every absence after 2 will result in a letter grade reduction to your final grade. There are no excused absences, an absence is an absence. Students are responsible for all work missed. Each student is expected to form a sharing agreement with another student in class for the purpose of obtaining notes, handouts, and information about the classes that are missed. No repeat performances!

Late work and Make-up Exams
1. Assignments are due on the date required. No late work will be accepted resulting in a zero for that assignment. I will accept assignments early.
2. Absences on dates of major examinations require a formal excuse from the University nurse or your private physician. Evidence that the absence was necessary will be required before makeup exams are given.

Extra Credit
PROFESSIONAL MEMBERSHIP
Student Reading Council: Join, attend all three meetings for the semester and participate in community service projects.
$10.00 annual membership fee
Corpus Christi International Reading Association

Cell Phone/Electronic Device Usage
Cell phones, text messaging, and checking your cell phone, email, and text messages or any other form of social networking which do not support course instruction during class are all **strictly prohibited**. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential emergency, then prior notification of such possibility must be made known to me **before** the start of class and phone set on vibrate.

**Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in

- Written reprimand;
- Requirement to re-do work in questions;
- Requirement to submit additional work;
- Lowering of grade on work in questions;
- Assigning grade of “F” to work in questions;
- Assigning grade of “F” for course
- Recommendation for more severe punishment, such as dismissal from the program or from the University.

**NOTE:** If a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping the courses, the student forfeits his/her right to drop the course in question.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **April 8** is the last day to drop a class with an automatic grade of “W” this term. The last day to withdraw from the University is **May 2**.

**Preferred methods of scholarly citations**

**APA 6th Edition**

**Classroom/professional behavior**
PLEASE NOTE: Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to my requirements if the situation arises.

- **Respect**-
  - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
  - When speaking of an occurrence or relaying one’s experience outside the class refrain from disclosing identities of those involved.
  - Show courtesy and listen when others speak.

- **Comfort**-
  - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
  - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
  - No question is unintelligent! We all learn at different paces and by asking questions.

- **Honesty**-
  - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
  - All work you submit must be your own. If you use someone’s words or work other than your own please use the appropriate citation (APA 6th edition). -----even if found on the Internet.
  - World Wide Web – Any work you find on the web must be cited. Provide the URL and the name of the website and the date it was accessed. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
  - Academic Honesty Statement: Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

II. Evaluation and Grading:
Grades will be determined according to the following:

1. Literacy leader 15 pts
2. Standards for Reading Professionals 15 pts
3. Instructional Leadership (or Case Study) 50 pts
4. Professional Development Poster 20 pts
   Total 100

Grades: A (100% - 92%); B (91% - 84%); C (83% - 76%); D (75% - 68%);
F (67% and below)

Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamu-cc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Course Schedule
(Tentative)

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 21</td>
<td>Introduction</td>
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<tr>
<td>January 28</td>
<td>Chapters 1 &amp; 2</td>
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<tr>
<td>February 4</td>
<td>Chapters 3 &amp; 4</td>
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<tr>
<td>February 11</td>
<td>Chapters 5 &amp; 6 &amp; 7</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>February 18</td>
<td><strong>Online</strong> Discussion of Standards for Reading Professionals # 1 - 3</td>
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<tr>
<td>February 25</td>
<td>A Focus on Professional Development</td>
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<tr>
<td>March 3</td>
<td><strong>Online</strong> Discussion of Standards for Reading Professionals # 4 - 6</td>
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<tr>
<td>March 9</td>
<td>Chapters 8 &amp; 9 &amp; 10</td>
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<td>March 17</td>
<td>SPRING BREAK</td>
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<td>March 24</td>
<td>Literacy Leaders – Presentations <strong>Online</strong></td>
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<td>March 31</td>
<td>Prepare Poster Sessions – No Class</td>
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<td>April 7</td>
<td>Professional Development Practice/Discussion</td>
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<td>April 14</td>
<td>No Class – Presentation at Award Luncheon on April X</td>
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<td>April 21</td>
<td><strong>Online</strong> – PD Session Reflection</td>
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<tr>
<td>April 28</td>
<td>Release Time for PD Sessions – No Class</td>
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<tr>
<td>May 5</td>
<td>Instructional Leadership/Case Study Presentations</td>
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