READ 5395: Leadership and Literacy
Spring 2017 * March 20 – May 2
Online

Dr. Bethanie Pletcher
Phone: 361.825.3892
Office email: bethanie.pletcher@tamucc.edu
Office: ECDC 219-H

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.

Course Objectives and Outcomes
1. The student will demonstrate proficiency in the instructional role of literacy leader in various ways i.e., support classroom teaching and work 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.

State Adopted Proficiencies
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 Topics
The major topics to be considered are:
- Becoming a literacy leader on a school campus and in a school district
- State requirements for reading specialists

Instructional Methods and Activities
- Discussion about course readings
- Student-led discussions
- Student presentations
- Lecture
- Group work

Evaluation and Grade Assignment
Grades will be determined according to the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy leader</td>
<td>15</td>
</tr>
<tr>
<td>Standards for Reading Professionals</td>
<td>15</td>
</tr>
<tr>
<td>Instructional Leadership (or Case Study)</td>
<td>50</td>
</tr>
<tr>
<td>Professional Development Poster</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The following course requirements will be explained in detail at the beginning of the course.

Assignments:
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 seven 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
- Implement the activity in your class
- 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.*

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.

Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor.

Letter grades will be determined by the following scale:
A=92-100%
B=83-91%
C=74-82%
D= 66-74%

Class attendance and participation:
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping teachers develop early literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend synchronous class regularly may place students at a severe disadvantage on all assignments. However, if you have a question about course material, please feel free to ask me to clarify. I will be happy to meet with you during my office hours.

Assignments
Course assignments will be explained further in class. The following is a short explanation of each of the assignments.

Required Textbook and resources:

Various articles as assigned by professor

Recommended or Supplemental Reading:
Calo, K. M., Sturtevant, E. G., & Kopfman, K. M. (2014). Literacy coaches’ perspectives of themselves as literacy leaders: Results from a national study of K-12 literacy coaching
and leadership. *Literacy Research and Instruction, 54*(1), 1-18.

**Tentative Course Outline - TBD**

**Notes**: Chapter readings and assignments should be completed by class time. Assignments are due on the day they appear on the schedule.

**Late work**

No coursework will be accepted late without instructor approval. For each week an assignment is late, a letter grade will be dropped.

**Cell Phone/Electronic Device Usage**

Cell phones, text messaging, and checking your cell phone, email, and text messages 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 rising emergency, then prior notification of such possibility must be made known to me **before** the start of class and the 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 a failing grade.

**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.

**Classroom/Professional behavior**
Professional decorum is expected.

**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.tamucc.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.

**Veterans**
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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.