READ 5395/6395: Leadership and Literacy
Spring 2019 * January 14 – March 8
100% Online

Dr. Bethanie Pletcher
Phone: 361.825.3892
Office email: bethanie.pletcher@tamucc.edu
Office: ECDC 232-A

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.

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.

International Literacy Association Standards
https://www.literacyworldwide.org/get-resources/standards/standards-2017

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:
1. Literacy Leader Report 15
2. Standards for the Preparation of Specialized Literacy Professionals Project 10
3. Instructional Leadership Project 35
4. Professional Development Presentation 20
5. Observation hours (MS) 10
6. Discussion Forum participation 10
   - Extra Credit – SRC 3
   - Extra Credit – Science Fair 2
Total 100

Assignments:
The following course requirements will be explained in detail at the beginning of the course in the course introduction video.
1. **Literacy Leader Report**
   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. Please see the rubric for how to organize this paper in a Word document and that will be used to grade this assignment.

   Choose from the following:
   Richard Allington
   Marie Clay
   Diane deFord
   Linda Gambrell
   Kenneth Goodman
   Lesley Mandel Morrow
   Victoria Risko
   Timothy Shanahan

2. **Standards for Preparation of Literacy Professionals Project**
   You will be assigned one of the seven standards for Reading Professionals. You will study the standard in general, as well as how it relates to reading specialists, literacy coaches, and classroom teachers. You will then select and read 3 to 5 of the reading selections identified in the document that were used to develop this standard. You will also locate two other sources of information that will be helpful in learning about this standard (videos, websites, etc.).
   After you have gathered this information, you will create an infographic flyer that will help your peers learn about the standard. This flyer will be posted on the Specialized Literacy Professionals Facebook page. The SLP is a special interest group (SIG) of the International Literacy Association. http://www.literacyprofessional.org/

   https://www.literacyworldwide.org/get-resources/standards/standards-2017

   Dr. Pletcher will share with you more detailed information related to the particular standard that you will cover.

   See Blackboard for a detailed rubric that corresponds to this assignment.

3. **Instructional Leadership Project:**
   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) 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 or during teachers’ planning time. Consider the following
steps. (Also, you may use this assignment to count for half (10 hours) of the required 20 hours of school observation for each READ course.)

- 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 (see assignment 4 below)

See Blackboard for a detailed rubric that corresponds to this assignment.

- There is an alternate assignment for students who are not currently teaching. Please email Dr. Pletcher if this applies to you.

**Doctoral requirement:** Doctoral students enrolled in READ 6395 will be required to prepare their instructional leadership assignment for submission to a peer-reviewed journal. Please meet with Dr. Pletcher to begin work on this. As this is a short course, you will need to show evidence that you have begun the process and decide on a journal by the assignment due date. However, you may submit this to the actual journal in May. Even if you are not currently teaching in a K-12 school, you must complete the original assignment #3 (implement a strategy in a TAMUCC university undergraduate reading course, for example).

4. **Professional Development Presentation:**
   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 may use the topic from your Instructional Leadership assignment above. Your presentation is to be informative and highly interactive. You will post your assignment to the class in Blackboard. You can include photos, data, video, or anything that you feel helps demonstrate your chosen PD topic.
   * If you completed the alternate assignment above, you will create a detailed presentation of the work you did as part of the alternate assignment.

See Blackboard for a detailed rubric that corresponds to this assignment.

5. **Observation Protocols:**
   You will complete a minimum of 20 internship hours. Half can be observations that you do as a teacher/coach and the other half need to be your teaching/coaching that is observed by a reading specialist or administrator. You are required to document observation hours using the two self-report documents in Blackboard. Please compile all documents into one PDF file.

6. **Discussion Forums:**
   You will be required to post several times to the discussion forum and respond to peers’ postings. See the class schedule for dates and items to post.
Extra Credit – Student Reading Council (SRC)
There are 3 Saturday meetings for SRC. (1 point extra credit for attendance per meeting – You must sign in and stay for the entire meeting)

Extra Credit – Science Fair
Information TBA. Sign up to volunteer at the science fair. You must show proof (submit a photo of your nametag) in order to receive credit.

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:
As this is an online course, you will need to be diligent and self-directed. This course is fast-paced and late work will not be accepted, unless the approval of the instructor is obtained. Your active participation on Blackboard is expected.

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:


**Course Schedule** – TBA prior to the start of the semester.

**Late work**

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

**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.

**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.