**Course Description**

Leadership and Literacy, Prerequisite: READ 5345/6345. 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**

The student will demonstrate proficiency as a literacy/instructional leader by:

- Providing professional learning opportunities for a variety of stakeholders;
- Demonstrating an understanding of the ILA Standards for the Preparation of Literacy Professionals (https://www.literacyworldwide.org/get-resources/standards/standards-2017) and how these apply to the literacy/instructional leader role;
- Demonstrating knowledge of reading (or other content area) processes, curriculum, Response to Intervention (RTI), assessment, and instruction; and
- Supporting teachers and working collaboratively with colleagues in the above areas.

**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/instructional leader on a school campus/school district
- Providing reading/instructional intervention and literacy/instructional coaching

Instructional Methods and Activities
- Lecture through virtual means
- Discussions (instructor- and student-led) related to course readings
- Student presentations

Evaluation and Grade Assignment
Grades will be determined according to the following:
1. Report on a Best Literacy Practice 15
2. Standards for the Preparation of Literacy Professionals Project 10
3. Instructional Leadership Project 35
4. Professional Learning Opportunity 20
5. Observation and Practicum hours 10
6. Discussion Forums 10
   Extra Credit – Student Reading Council meetings (3)
Total 100

Assignments:
The following course requirements will be explained in detail at the beginning of the course in the syllabus review video.

1. Report on a Best Literacy Practice
   Select and research further one of the topics included in the textbook for this course. Read a minimum of five of the articles referenced in the chapter you select plus at least
one source that you locate on your own. For the first part of the paper, write a literature review that synthesizes your further learning on your selected topic. For the second part of the paper, address how a literacy/instructional leader on a campus might use this information. Please see the rubric in Blackboard that 1) details how to organize this paper in a Word document and 2) will be used to grade this assignment.

2. Standards for the Preparation of Literacy Professionals Project
   You will be assigned one of the seven standards for the Preparation of Literacy Professionals. (Depending on how many students are enrolled in the course, there may be two students assigned to one standard in some cases, but you will still complete the assignment individually.) You will study the standard in general, as well as how it relates to literacy and instructional leaders. 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.

   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 so that you do not have to purchase the standards document.

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

3. Instructional Leadership Project
   The goal of this assignment is to implement a “new” instructional approach 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 will attack this assignment in the following manner: 1) implement the instruction in your classroom and report the results to your colleagues, 2) provide professional a professional learning session for teachers, 3) encourage them to implement the method(s), and 3) monitor the implementation. Talk with your administrators about the best way to deliver the professional learning session. In most cases, it may be an optional session after school or during teachers’ planning times. (Also, you may use this assignment to count for half (10 hours) of the required 20 observation/practicum hours for this course.)

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

   • There is an alternate assignment for Assignment 3 for students who are not currently teaching. Please email Dr. Pletcher if this applies to you.

   Doctoral requirement (next steps): Doctoral students enrolled in READ 6395 will be
required to prepare their instructional leadership assignment for submission to a practitioner-based peer-reviewed journal as a “teaching tip” type article. 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 will submit this to the actual journal in the summer or fall of 2020, with you as first author and your instructor as second author. Even if you are not currently teaching in a K-12 school, you must complete the original assignment #3 (implement a strategy in a TAMU-CC university undergraduate reading course, for example). Please see the assignment in Blackboard for *The Reading Teacher* articles that can be used as examples. You will, of course, follow the guidelines for the journal to which you will submit this.

4. **Professional Learning Opportunity**
As a literacy leader, you will be expected to disseminate information to critical stakeholders. One way of sharing that information is through professional learning opportunities. You may use the topic from your Instructional Leadership assignment. Your presentation is to be informative and highly interactive. You will post your assignment to the class in Blackboard. You are encouraged to include photos, data, video, or anything that you feel helps demonstrate your chosen professional learning topic.
* If you completed the alternate assignment for Assignment 3, 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 and Practicum Protocols**
You will complete a minimum of 20 internship hours. Half can be observations that you do as a teacher/coach (observation hours) and the other half need to be your teaching/coaching that is observed by a reading specialist or administrator (practicum hours). You are required to document observation hours using the two self-report documents in Blackboard. Please compile all documents into one PDF file before submitting.

6. **Discussion Forums**
You will be required to post 10 times to the discussion forum and respond to at least two peers’ postings in each forum. See the class schedule for dates and items to post. I realize 10 sounds like a lot for a 7-week course; however, many of these are brief reactions to case studies or are posts of the assignments above so that you may share information you have learned with your peers.

**Extra Credit – Student Reading Council (SRC)**
There are 3 Saturday meetings for SRC (information TBA). (1 point extra credit for attendance per meeting – You must sign in and stay for the entire meeting.)
*If you are not local, please contact me and I will forward a request to an SRC faculty advisor to set up a WebEx meeting for you.*
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 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 Participation:
As this is an online course, you will need to be diligent and self-directed. Active and thoughtful participation in Blackboard is expected.

Required textbook and resources:

Specialized Literacy Professionals (a Special Interest Group of the International Literacy Association) website – http://www.literacyprofessional.org/

Various articles as assigned by professor and those read in partial fulfillment of your assignments

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.
for the reading coach. The Reading Teacher, 59(5), 486-488.


Course Schedule – TBD

Late work
No coursework will be accepted late without prior instructor approval. Points will be deducted on late assignments.

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 course of action. 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 course.

Professional Behavior
Professional decorum is expected. See Class Participation above.
**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.