READ 685: Organizing and Supervising Reading Program Development

Online Asynchronous Course Delivery
Fall 2018

Course Description: Lecture 3 hours: 3 credits. Prerequisite: 9 graduate hours in reading. This course presents an overview of the total school reading program (K-12), and not only prepares the prospective reading supervisor to make instructional and advisory decisions pertaining to the reading program within the classroom, school, or division but also for procurement of materials for the program and inclusion of models for integrating reading into the general curriculum. Through interactive instruction, lecture, projects, and reflective participation based upon the International Literacy Association's Standards and The Virginia Standards of Learning a professional knowledge base will be developed. This course provides experiences on a variety of levels to further the development of the reading professional within ODU's Educator as Professional Framework.

Course Purpose: Educator as a Professional

"Old Dominion University's major purpose in its education program is to prepare individuals who have knowledge of their discipline, ability to practice state-of-the-art instruction with students of various cultural and socioeconomic backgrounds and attitudes that reflect commitment to teaching and learning as well as lifelong professional growth and development. The Conceptual Framework, Educator as Professional, reflects the development of professional educators who can use their pedagogical and academic abilities to educator all students."

This course is designed to present an overview of the total preK-12 school reading program. The professional reading specialist/coach will be able to design and organize staff development activities, select appropriate materials, as well as develop evaluation strategies for all learners. In addition, this course will include discussion and research on effective parental involvement, collaboration between universities and public schools, new grouping techniques and public relations aspects of being a reading specialist. This course will also consider and evaluate reading specialists dispositions as listed in LiveText.

Text: In addition to readings from the required texts below, you will read multiple professional and research articles from leading journals in the field of literacy and view related videos pertaining to literacy coaching. These texts are listed in this syllabus and available on Blackboard.

Required Texts:

Print:

Bean, R.M. (2015). *The Reading Specialist: Leadership and Coaching for the Classroom, School, and Community* (3rd ed.). New York, NY: The Guilford Press.
ISBN-13: 978-1462521531 ($32 on Amazon or $15 to rent through the ODU Bookstore)

Online:

To complete the team teaching/coaching requirement for this course, we will be using Edthena (www.edthena.com). You will purchase a subscription to Edthena (~$130), which replaces the second textbook traditionally required for this course. You will have a lifetime membership to this site with your purchase and all of your team-teaching records and videos required by this course may be accessed at any time after the course is complete. Hopefully, this will serve as an excellent addition to your literacy specialist portfolio. We will begin using the platform in mid-October, and details about your subscription will be emailed to you in the first month of class.

Recommended Texts:

*Vogt, M. & Shearer, B. A. (2011). *Reading specialists and literacy coaches in the real world* (3rd ed.). Boston: Allyn and Bacon.
ISBN-13: 978-0137055395
*This text is now out of print, but if you can get your hands on a used copy, it's a great resource for any specialist or coach. I've scanned some chapters for us to read this semester.

LiveText:

The use of LiveText (Approved Web-based Portfolio Assessment system) is required for this course. This must be purchased either from ODU bookstore or www.livetext.com . You do NOT need the subscription with Unitedstreaming. Make sure to register with your official ODU name.

All students in the Reading Masters program at ODU are required to purchase an online tool called LiveText. I recommend that you log on to the following websites to learn more about LiveText.

For more information go to: http://education.odu.edu/tes/pdf/LiveText.pdf

To obtain LiveText go to: https://c1.livetext.com/
Course Competencies:

Competencies in this course align directly with ILA Standards for Reading Professionals and are listed with the corresponding assignments below.

Required Performance Outcomes:

Note: All assignments must be turned in on time. A Penalty of 1 point a day (including weekends) will be deducted for all late assignments.

A. Weekly Online Modules [7 graded modules x 5 points each] = (35 points)
The first eight weeks of this course are content-intensive, with each week being devoted to a particular topic in literacy supervision. Weekly Blackboard modules will focus the topics and online discussion for these eight weeks. The course schedule lists the topics, assignments, and due dates for each module. Due dates are firm as this course is asynchronous and class discussion relies on each student completing assignments in a timely manner to promote discussion and participation. *The first week's module is designed to orient students with the course and requirements and is not graded.*

B. Professional Development Presentations (35 points)
This project is designed to provide an opportunity to create two professional development sessions focused on improving some area of literacy instruction, as you would if you were a reading specialist or coach. Additionally, you will work with your reading specialist or literacy coach at your school to consider school data to support this session. Thus, this project is divided into two parts (a) a planning session with a literacy specialist/coach, and (b) a PD presentation and paper based on that planning session. Guidelines and a rubric for this project are provided separately in Blackboard.
Meets ILA 1.1, 1.2, 2.1, 2.2, 3.3, 3.4, 4.2, 4.3, 6.1, 6.2, 6.3

C. Teacher Teaming/Peer Coaching (25 points)
Literacy coaching in the field constitutes a major portion of this course. You will essentially become a specialist/coach and work with two teachers in your school for a total of six sessions (three sessions per teacher). You will video record the pre-post meetings with the teacher you are working with, and upload these videos to a digital platform. These videos will be shared with your peer coach that you will partner with in this course. You and your peer will provide one another with feedback and guidance to refine your coaching style and to gain experience with other teachers' coaching styles. Rubrics and specific project guidelines are provided separately in Blackboard.
Meets ILA 2.1, 2.2, 2.3, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4

D. Membership in the International Literacy Association and Local Council (5 points)
As a reading professional it is important to establish and maintain membership in professional organizations to keep abreast of the latest research and practices in the field. Further, these organizations provide

valuable resources for literacy coaches. You must show proof of evidence of your membership in ILA and the VSRA before the final exam to receive this credit.
Meets ILA 6.2

Summary of Required Performance Assessments

Assignment	Points Possible	ILA Standards
Online Weekly Modules	35	
Professional Development Presentation	35	1.1, 1.2, 2.1, 2.2, 3.3, 3.4, 4.2, 4.3, 6.1, 6.2, 6.3
Teacher Teaming/Peer Coaching	25	2.1, 2.2, 2.3, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4
Membership in ILA & VSRA	5	6.2
Total Points	**100**	

Accommodation Statement: Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester.

Attendance Policy: This class is completely online and asynchronous. Therefore, students must adhere strictly to the deadlines listed in the course schedule to stay on track in the course and to move discussion forward with colleagues, which is necessary for productive online learning.

Course Evaluation: Each assignment in this course is worth a specified number of points. The total number of points you earn reflects your final grade. The point scale below outlines grade ranges:

A = 95-100
A- = 90-94
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
C- = 70-73
F = Below 70

Honor Pledge: The Honor System at Old Dominion University is based on individual integrity:

"We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed (http://www.odu.edu/AO/student_serv/hc/). We will meet the challenge to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others."

This system assumes that every student will accept his or her role in the University community with a feeling of self-respect and duty. Lying, cheating and plagiarism all constitute violations of the Honor System. Each piece of work submitted by you such as homework and term papers must be your own work. As a member of our community of scholars at Old Dominion, you are expected to adhere to the following pledge.

"I pledge to support the Honor System of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community it is my responsibility to turn in all suspected violators of the Honor Code. I will report to an Honor Council hearing if summoned."

Plagiarism:

No plagiarism will be tolerated under any circumstances. As faculty, I am bound to report any instances of plagiarism. All cases are heard before the honor council. If found guilty, the student automatically receives a failing grade in the course, and a notice is entered into the permanent record for a period of time.

Get Smart! Use your own words and ideas (http://www.lib.odu.edu/research/Plagiarism/StudentHandout.htm) is a review of what constitutes plagiarism and how to make sure you are not unwittingly guilty.

Cultural Diversity: This course focuses on working with administrators, teachers, and parents to develop and plan literacy integration in today's diverse schools. Thus, cultural diversity is approached throughout the topics in the course, rather than as an isolated topic.

Use of Instructional Technology: This is an online class. Technology will be used throughout this course. Digital technologies, such as the use of PowerPoint, Word, Adobe Connect, and Blackboard, are used on a regular basis. **During the two synchronous online meetings on Adobe Connect you must have access to a computer with a web cam and microphone to participate in class.**

Withdrawal: A syllabus constitutes a contract between the student and the course instructor. Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. Please review the syllabus and the course requirements as soon as possible. If you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved or if you anticipate that the class meetings, assignment deadlines or abiding by the course policies

will constitute an unacceptable hardship for you, you should drop the class by the drop/add deadline, which is located in the ODU Schedule of Classes.

Note: ***The professor reserves the right to eliminate or change assignments from the scheduled assignments, but not add assignments. When an assignment is eliminated, the associated points are eliminated or reassigned.***

Bibliography and Suggested Readings for READ 685

Bean, R.M. (2009). Effective literacy coaching: A journey, not a destination. *CEDER Yearbook*, 133-144.

Biancarosa, G., Bryk, A.S., & Dexter, E.R. (2010). Assessing the value-added effects of literacy collaborative professional development on student learning. *The Elementary School Journal, 111*(1), 7-34.

Blachowicz, L.Z., Buhle, R., Ogle, D., Frost, S., Correa, A., & Kinner, J.D. (2010). Hit the ground running: Ten ideas for preparing and supporting urban literacy coaches. *The Reading Teacher, 63*(5), 348-359.

Blamey, K.L., Meyer, C.K., & Walpole, S. (2008/2009). Middle and high school literacy coaches: A national survey. *Journal of Adolescent & Adult Literacy, 52*(4), 310-323.

Campbell, M.B., & Sweiss, C.I. (2010). The secondary literacy coaching model: Centrality of the standards and emerging paradigms. *Journal of Reading Education, 35*(3), 39-46.

Cassidy, J., Garrett, S.D., Maxfield, P., & Patchett, C. (2009). Literacy coaching: Yesterday, today, and tomorrow. *CEDER Yearbook*, 15-27.

Chambers, B., Slavin, R.E., Madden, N.A., Abrami, P., Logan, M.K., & Gifford, R. (2011). Small-group, computer-assisted tutoring to improve reading outcomes for struggling first and second graders. *The Elementary School Journal, 111*(4), 625-640.

Clark, K.F. (2004). What can I say besides "sound it out"?: Coaching word recognition in beginning reading. *The Reading Teacher, 57*(5), 440-449.

Dole, J.A. (2004). The changing role of the reading specialist in school reform. *The Reading Teacher, 57*(5), 462-471.

Elish-Piper, L., & L'Allier, S.K. (2011). Examining the relationship between literacy coaching and student reading gains in grades K-3. *The Elementary School Journal, 112(*1), 83-106.

Elmore, R.F. (2003). A plea for strong practice. *Educational Leadership, 61*(3), 6-10.

Fisher, D., & Frey, N. (2007). Implementing a schoolwide literacy framework: Improving achievement in an urban elementary school. *The Reading Teacher, 61*(1), 32-43.

Gross, P.A. (2010). Not another trend: Secondary-level literacy coaching. *The Clearing House, 83*, 133-137.

Hanson, L. (2011). The life of a literacy coach. *Educational Leadership, 69*(2), 78-81.

Ippolito, J. (2010). Three ways that literacy coaches balance responsive and directive relationships with teachers. *The Elementary School Journal, 111*(1), 165-190.

L'Allier, S., Elish-Piper, L., & Bean, R. (2010). What matters for elementary literacy coaching?: Guiding principles for instructional improvement and student achievement. *The Reading Teacher, 63*(7), 544-554.

Leighton, C.M., Ford-Connors, E., Robertson, D.A., Wyatt, J., Wagner, C.J., Proctor, C.P., & Paratore, J.R. (2018). "Let's FaceTime tonight": Using digital tools to enhance coaching. *The Reading Teacher, 72*(1), 39-49.

Mesmer, H.A.E., & Mesmer, E.M. (2008/2009). Response to intervention (RTI): What teachers of reading need to know. *The Reading Teacher, 62*(4), 280-290.

Miller, S., & Stewart, A. (2013). Literacy learning through team coaching. *The Reading Teacher, 67*(4), 290-298.

Peterson, D.S., Taylor, B.M., Burnham, B., & Shock, R. (2009). Reflective coaching conversations: A missing piece. *The Reading Teacher, 62*(6), 500-509.

Stover, K., Kissel, B., Haag, K., & Shoniker, R. (2011). Differentiated coaching: Fostering reflection with teachers. *The Reading Teacher, 64*(7), 498-509.

Shanklin, N.L., & Moore. D.W. (2010). Creating state and national networks for adolescent literacy and coaching: An interview with Nancy L. Shanklin. *Journal of Adolescent & Adult Literacy, 54*(2), 142-144.

Sturtevant, E. (2004). *The literacy coach: A key to improving teaching and learning in secondary schools*. Washington, DC: Alliance for Excellent Education.

Toll, C.A. (2016). A problem-solving model for literacy coaching practice. *The Reading Teacher, 70*(4), 413-421.

Walpole, S., & Blamey, K.L. (2008). Elementary literacy coaches: The reality of dual roles. *The Reading Teacher, 62*(3), 222-231.

Walpole, S., McKenna, M.C., Uribe-Zarain, X., & Lamitina, D. (2010). The relationships between coaching and instruction in the primary grades: Evidence from high-poverty schools. *The Elementary School Journal, 111*(1), 115-140.

Multiple reports on literacy coaching may also be accessed at the *Literacy Coaching Clearinghouse* site: http://www.literacycoachingonline.org/briefs.html

Conceptual Framework: Educator as Professional

The Darden College of Education, the College of Arts and Letters, and the College of Sciences as a whole accept the responsibility of preparing professionals for the schools. These professionals are characterized both by their responsibility for making decisions in the context of the world of practice and by their increasing ability to make wise and informed decisions based on sound knowledge, guided by experience and scientifically-based research; thus, the theme of the conceptual framework of all professional education programs at Old Dominion University is the *Educator as Professional.*

TENTATIVE COURSE SCHEDULE → READ 685: FALL SEMESTER 2018
Schedule subject to change

*Note: I release modules on Blackboard approximately two weeks before their due date.

Week	Readings/Videos	Class Activities	Assignments Due
Week 1 8/27-8/31		**Module 1 (Note: This is a course introduction module, and is not graded. However, this module contains very important course info and should be completed to ensure you understand all of the course requirements.)** • Course intro & overview • Syllabus • Course projects	✓ Module 1 due 8/31.
Week 2 9/3-9/7		**Module 2** • Intro to reading specialist/literacy coaching position • History of Reading	✓ Module 2 due 9/7.
Week 3 9/10-9/14	Ch. 1-3 (Bean) View Intro to Literacy Coaching Parts 1 & 2 on BB	**Module 3** • Understanding literacy coaching • Reading specialists in the 21st Century • Defining the role of the reading specialist/literacy coach in a schoolwide reading program	✓ Module 3 due 9/14.
Week 4 9/17-9/21	Ch. 4 (Bean) Select one article of your choice from the Suggested Readings list in the syllabus. (All articles are in the Readings tab on Bb.)	**Module 4** • Leading as a Literacy Specialist • Collaboration • *PD Project: Selecting a topic* *Literacy Vision*	✓ Module 4 due 9/21. **Ask your school's reading specialist/coach for a copy of their literacy vision statement. If your school does not have a literacy vision, find the closest document to a vision you can (e.g., mission statement).**

Week 5 9/24-9/28	Ch. 5-7 (Bean)	**Module 5** • What is Professional Development? • A focus on Literacy Coaching	✓ Module 5 due 9/28.
Week 6 10/1-10/5	Ch. 8-9 (Bean) Select one article of your choice from the Suggested Readings list in the syllabus. (All articles are in the Readings tab on Bb.)	**Module 6** • School needs and assessment plan • Reading Assessment *PD Project: Data Collection & Assessment* *You should aim to have your cooperating teachers and tentative dates for teaching-in-action observations for your coaching project confirmed by Week 6!	✓ Module 6 due 10/5. **Submit draft of planning session guiding questions for your PD project to Dr. Colwell via email for feedback (Optional).**
Week 7 10/8-10/12	Ch. 10-11 (Bean)	**Module 7** • Comprehensive programs • Grant writing • *PD Project: Building your presentation*	✓ Module 7 due 10/12.
Week 8 10/15-10/19	Ch. 7 & 10 (Vogt & Shearer on Blackboard under Course Readings)	**Module 8** • English learners and dialect differences • Selecting technology for literacy programs *You should have completed your observations of your school and your cooperating teachers' classrooms and recorded follow-up meetings (Session 1) by Week 8!	✓ Module 8 due 10/19.
Begin field-based experience & teacher coaching/teaming			
Week 9 10/22-10/26		*Release week/Coaching in Schools*	

Week 10 10/29-11/2		**Peer Coaching: Considering a literacy-focused classroom environment.** **Session #1 as described in the Coaching Project handout.**	✓ **Peer Coaching Session 1 via Edthena** ✓ Upload observation follow-up meeting video by 10/29. ✓ Feedback to peer coach due 10/31. ✓ Response to peer coach's feedback due 11/2.
Week 11 11/5-11/9		***Release Week/Coaching in Schools*** *You should have completed your observations of your first cooperating teacher in action and recorded follow-up meeting (Session 2) by Week 11!	
Week 12 11/12-11/16		**Peer Coaching: Working with a teacher (either upper or lower grade teacher)**	✓ **Peer Coaching Session 2 via Edthena** ✓ Upload observation follow-up meeting video by 11/12. ✓ Feedback to peer coach due 11/14. ✓ Response to peer coach's feedback due 11/16
Week 13 11/19-11/23		***Thanksgiving Holidays (11/21-11/23) Release Week*** *You should have completed your observations of your second cooperating teacher in action and recorded follow-up meeting (Session 3) by Week 13!	

Week 14 11/26-11/30		**Peer Coaching: Working with a teacher (either upper or lower grade teacher)**	✓ **Peer Coaching Session 3 via Edthena** ✓ Upload observation follow-up meeting video by 11/26. ✓ Feedback to peer coach due 11/28. ✓ Response to peer coach's feedback due 11/30.
Week 15 12/3-12/7		***Final Projects***	✓ **Peer Coaching Files due on LiveText by 12/4.** ✓ **PD project materials (video, paper, session handouts and materials) uploaded to LiveText by 12/7.**
Week 16 12/10-12/14	ODU Exam Week	***No final exam in READ 685.***	**Breathe!**