

RDG 780 INTERNSHIP IN LITERACY LEADERSHIP

RDG 780 is a required course for the Doctorate in Education in Reading

College of Education

Department of Language Literacy and Special Populations

Summer 2008

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor: Dr. Mary E. Robbins
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 Summer 2008 office hours: Mondays 1:30-4:30; Wednesdays 1:30-4:30

Text/Readings: Candidates will self-select books and professional journals related to the course content.

Course Description: This course is the capstone experience for the Ed.D. in Reading that provides opportunities to develop skills in leadership on a school and district level. The candidates will be expected to engage in a minimum of 135 hours of internship experiences to conduct research, analyze literacy data, and help in the solution of local, state, and/or national literacy problems. Professional participation and presentations are the vehicles for sharing expertise learned. 3 credit hours. Prerequisites: Admission to the Ed.D. program in Reading.

Standards Matrix Candidates will meet the following IRA Teacher Educator standards upon completion of RDG 780:

Course Content: Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: International Reading Association COE Conceptual Framework
The candidate is able to articulate and model the theories related to the connections between teacher dispositions and student achievement	Conducts an in-depth study of a school/district literacy performances as affected by teacher knowledge, skills, and dispositions. Creates an improvement plan for literacy achievement, including curriculum aligned to state and national standards.	Literacy Study rubric	5.1 CF1
The candidate is able to conduct professional study groups for preservice teacher candidates, paraprofessionals and teachers.	Demonstrates understanding of literacy learning by offering a series of seminars/workshops for school/district faculty, staff and preservice teachers.	Seminar rubric	5.2 CF5
The candidate is able to prepare and coach preservice candidates and inservice teachers to conduct teacher action research.	Serves as a consultant in a school/district for masters candidates conducting research. Serves as a resource for preservice candidates for literacy studies in partnership schools.	Activities Log rubric	5.2 CF1, CF 2, CF3, CF4, CF5
The candidate utilizes related research and reflection as they assist colleagues, classroom teachers, and paraprofessionals in improving literacy practices.	Demonstrates best practices by establishing a model literacy classroom in a public school. Conducts seminars on model literacy classrooms.	Model classroom rubric Seminar rubric	5.3, 5.4 CF3, CF4, CF5
The candidate is able to initiate, implement, and evaluate professional development programs.	Participates in local, state, or national/international conferences. Presents research at local, state, or national/international conferences and/or article submitted for publication.	Activities Log rubric Paper/article rubric	5.4 CF4

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>
 COE Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Course Format:

The content for this course is presented face-to-face in a classroom setting. Lecture, small group discussions, supplemented with PowerPoint presentations and Blackboard, online discussion forums, and Internet links. Doctoral candidates will establish a working relationship with a public school site for purposes of research, mentoring, and modeling. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products, discussions, and presentations.

Course Content:**Week 1**

Overview of internship activities
Identifying school/districts for study

Week 2

Planning for internship activities

Weeks 3-5**Internship at school/district site**

In-depth study of literacy performances
Establishment of model literacy classroom

Week 5

School/district progress reports and updates

Week 5-9**Internship at school/district site**

In-depth study of literacy performances
Resource/consultant work with school/district
Establishment of model literacy classroom and scheduled site visits
Seminar/workshop #1

Week 10

Final presentation of research paper and submission for publication

Course Requirements:

1. **Professionalism/Participation.** It is expected that doctoral candidates be active, enthusiastic, and collegial participants during the course of their studies. In addition, it is expected that course work be completed in a timely and professional manner within the timeframes given. Points are lost if these expectations are not fulfilled.
2. **Literacy Study.** The candidate will conduct an in-depth study of an approved school/district literacy performances as affected by teacher knowledge, skills, and dispositions. The Literacy Study includes a creation of an improvement plan that is aligned to state and national standards. This study will be presented to the school/district administrators, teachers, paraprofessionals, and parents.
3. **Seminar/Workshop.** The candidate will plan and implement seminars/workshops for school/district staff or faculty and/or preservice teachers. Seminar/workshop topics will emerge from the in-depth literacy study of the school/district and model classroom experiences.
4. **Activities Log.** The candidate will keep a log of his/her professional activities that entails a brief description of the task involved, the date, the beginning and ending time, the amount of time involved, and the people involved in the task. The log is to be sent to the university professor according to published schedule.
5. **Model Classroom** The candidate will establish a model literacy classroom in an approved site based on best practices. This will serve as a public service for university students and district personnel engaged in the study of literacy.
6. **Professional presentation/article** The candidate will share results of Literacy Study, mentoring, and model classroom research at local, state, national/international conferences, and/or submit a related article for publication in a professional journal. All presentations/articles will be published on the Life Span Literacy Website.

Evaluation (* indicates field-based activity):

- **Professionalism/Participation** 300
- **Literacy Study*** 500
- **Seminar/Workshop*** 200

- **Activities Log** 100
- **Model Classroom*** 300
- **Professional presentation/article*** 300

	TOTAL POINTS	1600 points
A = 94% and above	B = 88 – 93%	C = 82 – 87%

Expectations:

1. 1. Candidates are expected to turn off all cell phones prior to class.
2. Be prepared for class.
3. It is expected that doctoral candidates have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, conducting online searches, using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete assignments.
4. Academic honesty is expected. Doctoral students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalog and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Bibliography:

- Allen, R.H. (2002). *Impact teaching: Ideas and strategies for teachers to maximize student learning*. Boston, MA: Allyn & Bacon.
- Bizar, M. & Barr, R. (2001). *Reading (elementary), literacy, reading--language experience approach, children--books and reading school leadership in times of urban reform*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Cooter, R.B. (2004). *Perspectives on rescuing urban literacy education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Epstein, J.L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Bolder, CO: Westview Press.
- Gabbard, D. (2000). *Knowledge and power in the global economy: Politics and the rhetoric of school reform*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kingston-Mann, E. & Sieber, T. (Eds.) (2001). *Achieving against the odds: How academics become teachers of diverse students*. Philadelphia: Temple University Press.
- Lehr, F. & Osborn, J. (1994). *Reading, language, and literacy: Instruction for the twenty-first century*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Roberts, P. & Giroux, H. (2000). *Education, literacy, and humanization: Exploring the work of Paulo Freire*. Bergin & Garvey
- Schirato, T. & Yell, S. (2000). *Communication and cultural literacy: An introduction*. St. Leonards, NSW, Australia: Allen & Unwin
- Shapiro, J. & Stefkovich, J. (2000). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Tharp, R.G. (1999). *Teaching transformed: Achieving excellence, fairness, inclusion, and harmony*. Bolder, CO: Westview Press.
- Wagner, D., Venezky, R., & Street, B. (1999). *Literacy: An international handbook*. Bolder, CO: Westview Press.