

RDG 675 - THE ADMINISTRATION AND SUPERVISION OF LITERACY PROGRAMS

RDG 675 is a required course for the Masters in Reading, the Texas Reading Specialist Certification, and is an elective for Principal Certification.

College of Education**Department of Language, Literacy & Special Populations**

Course Description: This course examines the organization, development, implementation and improvement of reading and writing programs in public schools grades K through 12 at classroom, building, and district levels. Because learners will examine the school's literacy program and conduct a needs assessment, learners must verify that they will have the cooperation of appropriate school administrators. 3-credit hours. Prerequisites: RDG 530 or consent of the instructor.

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Text/Readings: Lyons, Carol A. and Pinnell, Gay Su. (2001). Systems for Change in Literacy Education. Portsmouth, NH: Heinemann.
Vogt, M., and Shearer, B. A. (2003). Reading Specialists in the Real World. Boston: Allyn & Bacon.
Patty, D., Maschoff, J., & Ransom, P. (1996). The Reading Resource Handbook for School Leaders. Norwood, MA: Christopher-Gordon.

Standards Matrix:

Objectives/ Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <u>Texas Reading Specialist Standards</u> <i>IRA Standards</i>
Demonstrate an understanding of the characteristics of outstanding literacy programs.	<ul style="list-style-type: none"> Read, present and critique current literature and research on outstanding literacy programs. 	<ul style="list-style-type: none"> Weekly performance on activities 	<u>2.18k, 4.6k, 4.8k,</u> <u>4.2s, 4.17s</u> 2.1; 2.2; 2.3
Describe the steps in developing a total school literacy program at the elementary, middle and secondary levels, including content reading, study skills, and test-taking skills.	<ul style="list-style-type: none"> Develop a plan for preparing your school's literacy program report. * 	<ul style="list-style-type: none"> Written assessment report 	<u>2.15s, 2.16s, 4.6s</u> 2.1; 2.2; 2.3
Conduct a school-wide literacy needs assessment.	<ul style="list-style-type: none"> Prepare your school's literacy program report by conducting a school-wide needs assessment and by gathering and analyzing test data, school personnel data, 	<ul style="list-style-type: none"> Written assessment report. 	<u>4.6s, 4.7s, 4.9k,</u> <u>4.10k, 4.8s, 4.9s,</u> <u>4.10s, 4.11s</u> 3.3; 3.4; 5.1

	program data, and instructional resource information. *		
Communicate information about literacy and data to administrators, staff members and interpret findings.	<ul style="list-style-type: none"> Share your school's literacy program report with your administrator and other school personnel. * 	<ul style="list-style-type: none"> Participate in class discussion. 	<u>1.12s</u> 3.4
Plan and conduct a staff development program.	<ul style="list-style-type: none"> Plan and conduct a 1-hour literacy staff development for faculty and/or instructional assistants on a topic that meets school literacy needs. * 	<ul style="list-style-type: none"> Videotape and written report. 	<u>4.13s, 4.14s, 4.15s,</u> <u>4.16s,</u> 5.4
Investigate and evaluate standardized and non-standardized, formal and informal, norm-referenced, criterion-referenced, and diagnostic assessment tools for literacy for differentiated instruction.	<ul style="list-style-type: none"> Class discussion of data used for literacy program evaluation. 	<ul style="list-style-type: none"> Participation in class discussion. 	<u>3.6s, 3.8s</u> 3.2; 3.3
Write a school literacy vision-reaching consensus among the faculty, staff, administration, and community.	<ul style="list-style-type: none"> Prepare your school's literacy vision following the guidelines established in text readings and class discussions. * 	<ul style="list-style-type: none"> Written philosophy. 	<u>4.1s, 4.8s, 4.9s,</u> <u>4.10s, 4.11s, 4.12s</u>
Demonstrate skills as a literacy invention specialist and student advocate	<ul style="list-style-type: none"> Complete 2 literacy assessment profiles 	<ul style="list-style-type: none"> Rubric for literacy profiles 	<u>2.3s, 2.5s</u> 2.2; 3.2; 3.3; 3.4; 5.3

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

Web address for Texas Reading Specialist standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allreadspec.pdf>

Course Format--Online:

The content of this course is delivered using Blackboard and mini-presentations. In addition, course concepts are learned through self-study, collaborative study, small group discussions, and small group PowerPoint presentations. Evaluation consists of professor assessments using rubrics for products, discussions, and presentations.

Course Content:

Characteristics of Outstanding Literacy Programs

History of Literacy Instruction

Role of the Literacy Professional and the School Administrator in School Literacy Programs

Developing a Literacy Vision

Assessing Literacy Needs

Coaching, Developing, and Supervising

Literacy Interventions

The Reading and Writing Program in Elementary Schools

The Literacy Program for Adolescents

Selection and Evaluation of Instructional Materials

Family and Adult Literacy

Leading and Advocating

Topics to be continued throughout the masters program and which are embedded in the content:

- Meeting the literacy needs of a diverse population
- Implementing and integrating appropriate literacy technology in the classroom
- Professionalism--how a professional educator thinks, acts, and speaks
- Selection of course material for portfolio

Course Requirements:

1. **Participation.** It is expected and required that candidates will participate fully in class activities, conversations, readings, and presentations.

2. **PowerPoint Presentation.** Candidates will select from a list a topic to research and develop a PowerPoint presentation.

3. **School Literacy Profile (SLP).** (Can be a public or private school, or an adult literacy program.)

This project involves:

- Establishing a literacy team
- Developing a literacy vision
- Assessing the literacy needs of the school (or a grade level)
- Preparing a summary report
- Creating a 2-year plan
- Creating a staff development plan
- Presenting one staff development program to school faculty or grade level team

This project necessitates a close working relationship with your principal and your colleagues. It also requires written permission from your principal. *The Reading Resource Handbook for School Leaders* will be an invaluable help in completing this assignment.

4. **Literacy Assessment Profiles (LAP).** Complete 2 Literacy Assessment Profiles (LAP) (See Chapter 4 in Vogt & Shearer text.)

Evaluation (* indicates field-based activity):

1. Participation in course activities and class conversations—25% of final grade
2. PowerPoint Presentation—15% of final grade
3. School Literacy Profile (SLP)—40% of final grade
4. Literacy Assessment Profiles (LAP)—20% of final grade

A=94% and above

B=87-93%

C=80-86%

Reading Masters Degree Candidates:

To exit this masters program, you must demonstrate competence in Texas Reading Specialist standards and/or the standards for Role 6 of the International Reading Association. Competence will be assessed through coursework and a growth portfolio submitted at the end of your coursework. The growth portfolio is comprised of required entries and products of your choosing that demonstrate mastery of the standards. The required portfolio submission from this course is either your mentoring plan or your school literacy program assessment.

Expectations:

1. Graduate 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. Academic honesty is expected.

2. Students should practice self-discipline in the course. Courtesy should be extended to all. Thought should be given to the value of class conversations/discussions for all members. Classes will be more productive, beneficial, and enjoyable if learners conduct themselves as conscientious professionals.
3. Online students are expected to view presentations and complete the required discussions and interactions with classmates in a timely manner.
4. The professor may refuse to accept an assignment that is late. Points will be deducted for any late assignment that is accepted. Online assignments will be considered “on-time” if submitted by 11:30 p.m. on the date due.

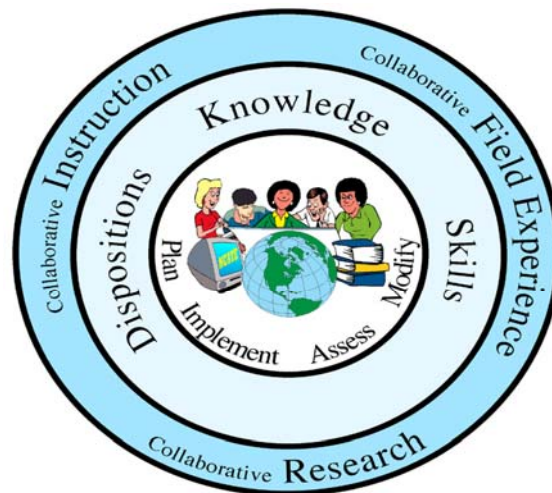
Student Absences on Religious Holidays Policy

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.

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. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.



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Bibliography

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