

**RDG 690 INTERNSHIP IN READING SUPERVISION**  
*RDG 690 is a required course for the Masters in Reading and  
Texas Reading Specialist Certification.*  
**College of Education**  
**Department of Language, Literacy & Special Populations**

**Course Description:** This course provides a field internship for that focuses on reading and writing curriculum and instructional development, professional development of literacy teachers, and leadership in literacy assessment at the school and district levels. This is a graduate level course in the application of literacy leadership that uses research and researched best-practice to inform and guide decision-making. The internship provides opportunities to apply the theories and principles learned throughout the reading master's program. Candidates must be enrolled in their final semester of coursework for the reading master's degree; the candidate's portfolio will be developed as part of this capstone course 3 credit hours. Prerequisites: BSL 571, RDG 530, RDG 532, RDG 533, RDG 561, RDG 589, RDG 598, RDG 638, RDG 675, RDG 688.

**Texts:** TK20. This is a new data management system that the College of Education is using for all students beginning in the spring 2007 semester. Those students who are within one year of graduating will pay a discounted fee of \$50 plus tax. Students must purchase an account by January 19, 2007. To purchase a student account, click on the link "Click here to purchase your student account" on the login page of the CampusTools HigherEd System, found at <https://tk20.shsu.edu/campustoolshighered/>. From this website, you will be able to make a secure payment online using your Visa or MasterCard.

This management system will provide you:

1. The ability to create portfolios for documenting your best work, for presentation to prospective employers.
2. An integrated job placement system that helps you find employment and lets you share your portfolio directly with potential employers.
3. The ability to complete all your assessments online, saving you many hours from performing these using paper and expensive portfolios.
4. Superior advisement, based on comprehensive data.
5. Instant feedback on your status related to transition points and the requirements that you need to complete for promotion to the next transition point.
6. The use of the system for seven years.
7. Superior education at a unit that uses a comprehensive system that enables ongoing improvement in program quality.

In addition, you will read various articles related to literacy coaching that are available on Blackboard.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities</b> (* indicates field-based activity)	<b>Performance Assessment</b>	<b>Standards:</b> ▪ <i>IRA Standards</i> ▪ <b><u>Texas Standards</u></b>
1. Coach para-professionals and classroom teachers and model through demonstration teaching research-based best practices in literacy instruction, classroom environments, reading materials, and literacy assessments using a variety of coaching tools and techniques.	Reading Specialist Supervision Internship Project (RSSIP)*	RSSIP Rubric	2.1; 2.2; 2.3; 5.4  <b><u>2.10s; 2.11s; 2.12s;</u></b> <b><u>3.2s; 3.3s; 3.4s; 3.5s</u></b> <b><u>3.6s; 3.9s; 4.16s</u></b>
2. Plan, conduct, and evaluate literacy professional development activities for teachers and paraprofessionals.	Reading Specialist Supervision Internship Project*	RSSIP Rubric	5.2; 5.4  <b><u>4.13s; 4.14s; 4.15s;</u></b>
3. Communicate literacy information, data, and interpretations to administrators, staff, parents and the school community using a variety of presentation formats.	Reading Specialist Supervision Internship Project*	RSSIP Rubric	5.1  <b><u>4.3s; 4.4s; 4.5s; 4.6s;</u></b> <b><u>4.7s; 4.8s; 4.9s; 4.10s;</u></b> <b><u>4.12s</u></b>
4. Demonstrate effective leadership skills, and oral and written communication skills.	Reading Specialist Supervision Internship Project*  Intern Discussion Forum	RSSIP Rubric	5.3  <b><u>4.11s; 4.17s; 4.18s</u></b>
5. Reflect on one's own learning and development as a teacher and a reading specialist/literacy coach.	Reading Specialist Supervision Internship Project*  Intern Discussion Forum	RSSIP Rubric	5.3

Web address for Texas 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, small group discussions, and individual PowerPoint presentations. Evaluation consists of self-evaluations, mentor assessments, and professor assessments using rubrics for products, discussions, and presentations.

**Course Requirements:****A. Reading Specialist Supervision Internship Project.**

1. Design a literacy project for your school or district that will permit you to demonstrate your competence in the five course objectives listed in the table above. Your **proposal** for the internship project should include:
  - An overview of the project with an explanation of how the project meets the needs of the school and/or district.
  - A detailed explanation regarding how the project meets the objectives for the internship.
  - A listing of the necessary tasks and a timeline for completion.
  - A listing of the needed resources--physical, monetary, and human.

Propose something manageable—you will need to have it completed by the end of the semester.

2. Your project proposal may be jointly determined by your principal and/or mentoring administrator and must be approved by your principal, your superintendent, your immediate supervisor (if other than your principal), and your professor.

An administrator who will serve as your field supervisor (the mentoring administrator) must be determined (this could be your principal or a central office administrator). This person will serve as your on-site mentor and should feel comfortable giving you verbal feedback. This individual will be asked to give a written assessment at mid-term and at the conclusion of the project.

3. Necessary approval forms must be completed and signed.
4. The mentoring administrator will complete mid-term and end-term written assessments of your progress to be discussed with you and forwarded to the professor.

**B. Weekly progress emails to the professor.** You will send the professor weekly emails detailing your progress. These emails will be due by Monday morning each week.

**C. Professional Development Discussion Forum.** Each week you will go online to discuss with the other interns issues related to your projects. Some weeks this may involve reading an article on some aspect of literacy coaching and responding (articles will be posted on Blackboard or will be placed on electronic reserve). Other weeks it may simply be a chat session.

**D. Project Presentation.** You will prepare a PowerPoint presentation reflecting the progress and the products of your project for the viewing pleasure of your classmates. This presentation will not receive a separate grade but will be incorporated into total internship project.

**E. End of Course Reflection.** You will reflect in a final paper your learning of the course material and how it has impacted your teaching and your coaching.

**F. Prepare and submit your culminating portfolio** (only for those who are graduating at the end of the semester). Directions for the completion of the portfolio are available on Blackboard.

**Evaluation: A=94% and above, B=87-93%, C=80-86%**

**Reading Master's Degree Candidates:**

To exit this master's program successfully, you must demonstrate competence in Texas Reading Specialist standards and/or the standards for Category III (The Reading Specialist/Literacy Coach) of the International Reading Association. (The IRA standards can be available on our Blackboard site.) 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.

**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. Please pay careful attention to due dates for each of the assignments. If you are aware of problems BEFORE the due date, contact the instructor to see if an extension can be made in your case. If your work is submitted later than the day specified points may be deducted.

**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, I encourage you to register with the SHSU Counseling Center and talk with me about how I can best help you. All disclosures of disabilities will be strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

**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 the instructor. A student desiring to absent him/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 time frame in which the missed assignments and/or examinations are to be completed.

**Bibliography**

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