Course Information:
August 22 – October 13, 2017, 5 p.m-7:30 pm., Tuesdays
Old Main 303
* This is a blended course and will consist of 4 face-to-face on campus meetings and 4 virtual assignments

Instructor Information:
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Course Description:
This course allows graduate students to explore their vital role as a primary literacy leader within a school and district. We will focus on ten vital roles that teacher leaders play in their schools. We will explore how leaders promote literacy, provide job-embedded professional development focused on increasing student achievement, and work with administration to implement goals for continuous school improvement.

This course is intended to help you:
1. Articulate your theory of literacy and literacy development,
2. Develop and articulate your strengths and areas of growth in leadership,
3. Extend your knowledge of the elements that comprise a successful professional development session and year-long plan.
4. Develop a professional development session based on teacher and student needs that supports the goals for literacy in the district.
5. Create a network of support.

Course Goals:
Coordinated with Pennsylvania Standards and PDE Reading Specialist Standards

Knowing the content
I.A.6. Historical perspectives, methodologies and theories of language and reading acquisition and development including; Alignment of goals, standards, instruction and assessment
II.B.C.D. Planning of instruction in collaboration with other professionals, selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies
III.A.B. Professional organizations and selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies to meet the needs of diverse learners.
III.C. Collaborating with other educators, allied professionals and the wider community and communication with parents to make them effective partners in the literacy development of their children.
III.D. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Practice and Conduct for Educators

Textbooks and Materials:
ISBN: 9781625310972
Face-To-Face Class Organization:
Before the learning: 5:00-5:30—Please Do Now and debrief:
During the learning: 5:30-6:30—Active Reading, Discussion, Writing to Learn activities
After the Learning: 6:30—7:00—Debrief, Processing, summarizing, prep for the next session

Class Function:
This course promotes inquiry learning. It is a hybrid-learning course incorporating readings, online communications, classroom meetings, informal presentations and discussions. Please complete online assignments for the following week’s class. You will comment on discussion boards on D2L with questions, thoughts, insight, quotes of your own choosing, summaries, and reactions as assigned. Discussions are due the Tuesday after they are assigned.

Course Assessment and Projects:
1. Professionalism and Participation: 20 points
   - Demonstrate appropriate professional behavior and participate in class discussions and projects in a way that demonstrates a commitment to leadership in all areas of literacy education and development.
   - On-going

2. Interactive School Leadership Experience: 60 points
   - Observe and Interview a school leader. Write up your insights and learnings from this experience to share with your classmates. You will be required to hand in a typed copy of your paper. School leaders who qualify are: Instructional Coach, Title One Reading Specialist, Title One Math Specialist, Curriculum Director, Intervention Specialist, or Literacy Coordinator. If you have problems accessing a school leader, please let me know and we can find someone with whom you can connect.
   - Due: Sept. 26, 2017

3. Readings/Assignments for On-Line and Face-To-Face: 20 points
   - Read the assigned article/chapter(s) and/or website and write a short response as directed. Due dates can be found in the sequence of course work.

4. Professional Development Session Plan: 40 points
   - Develop a professional learning plan for your school, department, grade level or any specific group of teachers that you could actually implement. Remember that one and done in-service is no longer the standard. Include a section in your plan where you discuss how you will support the implementation of the learning in an ongoing manner. (professional learning VS professional development) Organize your session using the B-D—A format. Include how you will allow teachers to reflect and process their learning.
   - Due: Oct 3, 2017 upload to drop box on D2L by midnight

5. Comprehensive Literacy Plan 60 points
   - Using the Online Template at this link: http://pdesas.org/Page/Viewer/ViewPage/21, develop a mission and vision statement for your school. Then complete Section III, Guiding Principles. 1—4—5. You are responsible ONLY for those 3 guiding principles and the mission and vision statements. Use any resources from the course to help you
address those principles and to develop your statements. Follow the state guidelines regarding length of your responses.

- Due: Oct. 10, 2017

**Academic Integrity:**
Central to the purpose and pursuit of any academic integrity all members of the Westminster community, including students, faculty, staff, and administrators are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the college.

Please refer to the Academic Integrity Policy of the Westminster College Handbook for violations, process and consequences and the Appeals Process for violations.

Academic dishonesty is a profound violation of this code of behavior. Outlined below are examples of and specific consequences for academic dishonesty at Westminster.

**Violations of the Westminster College Academic Integrity Policy**
1. Cheating – Handing in another’s work or ideas as one’s own…
2. Misconduct – Engaging, during a class or testing session, in conduct that is so disruptive as to infringe upon the rights of the instructor or fellow students…
3. Plagiarism – Quoting or paraphrasing, without proper citation and acknowledgement, the published words, ideas, or work of another…
4. Providing False Information – Falsifying laboratory data, notes, or results, or research data of any type, and presenting it as one’s work…

**Process and Consequences**
If a course instructor suspects that a student has violated this policy, the instructor will speak with the student, review appropriate materials, and reach a conclusion. Consequences include notifying the Director of the Graduate Program and imposing an academic penalty (e.g., 0 for the assignment or failing grade for the course).

**Grading:**
Expectations for each learning experiences are listed in this syllabus. Rubrics/checklists will be provided for the Personal Evaluation of Yourself as a Literacy Leader and the Balanced Literacy Plan. As you submit your work, I will write responses designed to nudge your thinking even further. If your work is not at an A or B level, I will indicate my questions and concerns and invite you to resubmit your work.

To determine your course grade, the class assignments and projects including your attendance, participation, and professionalism will be reviewed. Graduate students are permitted to miss only one of the eight class sessions, consisting of an excused absence. Any more than one absence will result in a lowering of the grade for each day missed. Excused absences for one day include school in-service or family emergencies.

All projects are due during class on the day stated in the syllabus. Grading of late projects will result in a 5% deduction per day. Assignments will not be accepted after Monday, July 20. The grade distribution listed in the Graduate Catalog will be utilized. (A = 100 - 93%, A- = 92 - 90%, B+ = 89 - 88%, B = 87 - 83%, B- = 82 - 80%, etc.).
# Sequence of Coursework:

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| 8/22/17    | On-line        | **What is leadership? What is literacy leadership?**  
Be sure to post to Introductions on the D2L Discussion  
- Read Chapter One of *Read, Write, Lead*. Open the discussion tab on D2L and list 10 VERY IMPORTANT POINTS from the chapter. Please read at least 2 other posts and comment on any agreements. Decide and post which point you feel is the absolute MOST IMPORTANT POINT. Feel free to combine ideas to come up with your MVP point. The MVP does not need to be a quote. I can be a quote, but a quote is not required. |
| 8/29/17    | On-line        | - Read the article linked here “10 Roles of a Teacher Leader” by JoEllen Killion.  
[http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx](http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx)  
Decide which roles are your strengths and which ones provide you opportunities to grow. Write a one to two page analysis and bring it with you to the Sept. 5 Face-to-face class. |
| 9/5/17     | Face-To-Face   | Overview of the Syllabus and requirements  
Discussion of “10 Roles of a Teacher Leader”  
Activities focused on the article: Opportunities and challenges associated with each role  
Levels of Intensity  
Discussion of Chapter One from *Read, Write, Lead*  
Plan for Online Sessions…choose person for observation and interview |
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| 9/12/17    | Week 4 | Face-To-Face | Instructional Coaching  
|            |      |         | Read the article: [http://www.ascd.org/publications/books/117028/chapters/Introduction.aspx](http://www.ascd.org/publications/books/117028/chapters/Introduction.aspx)  
|            |      |         | Read Chapter 9 from *Literacy Leadership*. What idea stands out from this chapter made you pause and reflect?  
|            |      |         | Plan for leader interview and observation.  
|            |      |         | Visit from Practicing Instructional Coach |
| 9/19/17    | Week 5 | On-Line | - Read Chapters 8 & 9 in *Read, Write, Lead*. And Chapters 3 & 4 in *Becoming a Literacy Leader*. Post in Discussion on D2L: What ideas from these chapters made you pause and reflect? How does the PD discussed in these chapters align with your PD experiences?  
|            |      |         | - How can PD be improved to move it from Professional development to Professional Learning?  
|            |      |         | - Read the statement on PD from ESSA. How do these ideas align with the PD discussed in the readings?  
|            |      |         | - Decide on and post an idea you can develop into a Professional Learning session with your staff. |
| 9/26/17    | Week 6 | Face-to-Face | Share and discuss Interview Assignment  
|            |      |         | Discuss Professional Learning Assignment  
|            |      |         | PA Comprehensive Literacy Plan intro and activities around Instructional Leadership and Curriculum Development  
| 10/3/17    | Week 7 | Face-to-Face | Share Professional Learning Plan Assignment  
|            |      |         | Essential Elements of Literacy and Curriculum planning Chapter 3 *Read, Write, Lead* and chapter 6 *Becoming a Literacy Leader* |
| 10/10/17   | Week 8 | On-Line | Turn in Comprehensive Plan assignment to drop box on D2L by midnight or email it to me @ awlaker@aol.com  
|            |      |         | Post on D2L: 3—2—1  
|            |      |         | Loose Ends etc… |