Westminster College  
Graduate Program Course Syllabus  
READING 860 Leadership in the School Literacy Program  
Special Education/ Reading Specialist Co-horts - Online course

Course Information:  
August 20 – October 12, 2018  
Instructor Information:  
Dr. Charlene Klassen Endrizzi, Ph.D.  
endrizck@westminster.edu, office 724 946 7189 or home 724 946 3170

I. Course Description:  
This course allows graduate students to explore their vital role as a key literacy leader within a school and district. We will explore how our beliefs regarding literacy development influence decisions about organizing and administering a reading program. We will also focus on vital roles that teacher leaders play in their schools. Lastly we will examine how leaders promote literacy, provide job-embedded professional development focused on supporting student growth, and work with administrators to implement goals for continuous school improvement.

This course is intended to help you:
1. Articulate your theory of balanced literacy and literacy development (building on Reading 810 and 820),
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 literacy plan,
4. Develop a professional development session based on teacher and student needs that support the goals for your school literacy program, and
5. Create a network of support within and beyond your district.

II. Course Goals with Course projects:
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 (School Literacy Leadership Exploration – Literacy beliefs)
• II.B.C.D. Planning of instruction in collaboration with other professionals, selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies (Action Research project and Comprehensive School Literacy Plan)
• III.A.B. Professional organizations and selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies to meet the needs of diverse learners. (School Literacy Leadership Exploration)
• 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. (Professionalism by attending a regional conference during any Reading Specialist graduate course)
• III.D. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Practice and Conduct for Educators (Read and Discuss, Interviews and discussions with administrators and literacy leaders for course learning experiences….)

III. Textbooks and Materials:
9781625310972

3. Reading program materials (physical and online resources) within your school district - either elementary, middle or high school.

4. Various online resources provided by faculty member thru D2L or located by you with support from literacy leaders at your school and beyond.

IV. Course Organization:

This course promotes inquiry learning. It is an online course incorporating projects, online discussions, online presentations and demonstrations. 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.

V. Course Learning Experiences/ Projects and Assessments:

1. Professionalism and Participation: 25 points
   - Demonstrate appropriate professional behavior and participate in online class discussions and projects in a way that demonstrates a commitment to leadership in all areas of literacy education and development.
   - Choose a literacy conference of your choice to attend for one day by the end of your Reading Specialist courses. This is a requirement that can be completed in Reading 810, 820, 830, 850 or 860. Since most of your courses are completed in an online format, it is essential that you begin to explore our state or national literacy leadership conferences. Literacy leaders are vital learners. Literacy conference options are available on the Spec. Ed/ Read. Spec. Graduate Student D2L webpage. (national - ILA, NCTE, regional - OCTELA, PCTELA, Virginia Hamilton conference…). For our class, you can simply list the conference you plan to attend before graduation, along with the conference website, dates and feedback from your district administrator and superintendent regarding the feasibility of attendance. Many conferences occur over a long weekend so attending a Saturday session is sufficient.

   DUE: Week 7

2. Comprehensive Exam – Action research next steps: 20 points
   - Submit Literature review completed in ED 940. If you have not completed ED 940 yet, choose a topic in collaboration with Dr. Camardese or Dr. Klassen Endrizzi and then submit your AR proposal to Dr. Zorn and either Dr. Camardese or Dr. Klassen Endrizzi. Include a brief outline of 2 key literacy articles that will expand your literacy vision of the topic you choose in your AR proposal. See Lib Guides on Westminster Library homepage for ED 940 – 11 journals for Read. Spec. and 7 journals for Spec. Ed. [https://libguides.westminster.edu/c.php?q=652857&p=4580291](https://libguides.westminster.edu/c.php?q=652857&p=4580291) Week 2. 5 points.
   - Organize your data collection (or share results) by posing key questions to explore, data to gather, formative and summative assessments… Week 5. 15 points
   - Special Education/ Reading Specialist graduate students complete the remainder of the AR project independently. Plan to share your AR project at Westminster’s annual Kappa Delta Pi’s Graduate Symposium, either fall or spring term.

   DUE: Weeks 2 & 5

3. Read and Discuss for Wednesdays and Saturdays: 80 points
   - Read the assigned chapters, articles and online resources. Then post a substantial response to at least 1 textbook chapter/ article and 1 media resource on D2L Discussions by Wednesday midnight each week (200 words). Post a significant response to a different classmate each week by Saturday midnight (75 words). 10 points each for 7 weeks.
• Facilitate one whole class weekly Read and Discuss conversation by posting a substantial follow up response to all class members by Thursday midnight. Enact the role of Literacy leader by nudging all classmates (400 words). Post new questions and insights. Also offer references to 2 additional literacy resources, thereby stimulating further dialogue and conversation (ILA or NCTE websites, any Lib Guide journal, www.readwritethink.org, a literacy coach online resource... 10 points once

DUE: Each Wednesday and Saturday

4. School Literacy Leadership Exploration: 60 points
• Write a 400 word statement about your literacy beliefs, using various ILA and NCTE online resources (i.e. NCTE Reading Instruction Policy Statement) for inspiration. Explore whole-part-whole (Balanced) versus skills in isolation (Skills) approaches (Routman 2 and 3 or Allen 7). Also share some literacy memory photos via Flickr to Get to Know classmates. Week 1 Saturday midnight 10 points
• Interview and observe a reading specialist, instructional coach, Title 1 teacher or intervention specialist in your district to help you gain a deeper understanding of this key literacy position. Observation needs to be 2 hours minimum. Analyze your schools’ literacy strengths and areas of improvement. Week 4 Saturday midnight 20 points
• Based on interview and observation insights focused on strengths and areas for improvement, develop a professional learning plan for your school, department, grade level or any group of teachers that you or a literacy leader might implement in January 2019 or next year. Remember 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 on-going manner. Organize your sessions using the Before-During-After (BDA) format. Include how you will allow teachers to reflect and process their learning. 30 points Week 6 Saturday midnight
• Meet with your administrator and a literacy leader to share your professional learning plan and obtain feedback to share with our class. 40 points

DUE: Weeks 1, 4 & 6

5. Comprehensive School Literacy Plan: 50 points
• In collaboration with your administration and a literacy leader, develop a school literacy mission and vision statement using these 3 state and national literacy plans:
  1) Pennsylvania Comprehensive Literacy Plan: Keystones to Opportunity
  2) NCTE Reading Commission Features of Literacy Programs
  3) ILA Exemplary Reading Programs
• Draft of mission and vision statements, due Week 3, Saturday midnight 10 points
• Then complete PCLP Section III, Guiding Principles, 1-4-5. Only complete these 3 guiding principle along with the mission and vision statements. Use your district resources and other resources from literacy leaders along with our class resources to help you address these principles and develop your statements. Follow the state guidelines regarding length of your responses.
• Meet with your administrator and a literacy leader to share your professional learning plan and obtain feedback to share with our class. 40 points

DUE: Weeks 3 & 8

VI. Academic Integrity:
Central to the purpose and pursuit of 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).

VII. Grading:
Expectations for learning experiences are briefly outlined in this syllabus. Additional one page overviews of Course Learning Experiences with Rubrics will be provided for the Action Research project, Read and Discuss online posts, School Literacy Leadership Exploration and the Comprehensive School 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 with 2 days.

To determine your course grade, the class assignments and projects including participation and professionalism will be reviewed.

All projects are due 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 Sunday, October 12. 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.).

VIII. Sequence of Coursework:

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<thead>
<tr>
<th>Week</th>
<th>Topics &amp; Activities DUE DATES</th>
<th>Reading to discuss</th>
<th>PDE Core</th>
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<tbody>
<tr>
<td>Week 1 8/20/18</td>
<td>*What is leadership? What is literacy leadership?</td>
<td>Textbooks and articles</td>
<td>I.A.6. Historical perspectives</td>
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<tr>
<td></td>
<td>*Syllabus</td>
<td>1. Routman 1</td>
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<td></td>
<td>*Read and Discuss – organize</td>
<td>2. L’Allier &amp; Bean article, Reading Teacher, 2010, What Matters</td>
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<td></td>
<td>*Action research – discuss next steps</td>
<td>Media</td>
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<td>4. Brian Cambourne – Conditions of Literacy Learning, Video - <a href="https://www.youtube.com/watch?v=HiEIu5VkwQ">https://www.youtube.com/watch?v=HiEIu5VkwQ</a></td>
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<td>Week</td>
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<td>Effective Program</td>
<td>Textbooks and Articles</td>
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| 5    | 9/17 | Elementary       | 1. Educational Leadership, 2015, Anrig, How We Know Collaboration Works  
2. Routman 5  
| 5    | 9/18 | Literacy Programs |                        |       |                        |
| 6    | 9/24 | Middle and High  | 1. Allen 8  
2. Routman 7  
2. Bridging Home and School http://www.voiceofliteracy.org/posts/48952 | II.B.C.D |
| 6    | 9/25 | School Literacy  |                        |       |                        |
| 7    | 10/1 | Moving Forward   | 1. Allen 5, 10 and 11 |       |                        |
| 7    | 10/2 | Leadership       |                        |       |                        |
| 8    | 10/8 | Sharing Our      | Submit 5 minute video and Powerpoint 10+ slides with 6 QR codes to support CSLP |       |                        |
| 8    | 10/9 | Growth           |                        |       |                        |
1. Educational Leadership, Stratham, 2015, Making Team Differences Work
2. Reading Teacher, Dalton, 2015, Charting Web Literacy Maps