Course Information:
Independent Study with a FaceTime Meeting on Wednesday from 7p.m. to 8 p.m.
March 4, 2019 to April 26, 2019

Instructor Information: M. Eileen Morelli, Ed.D.
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Course Description:
This semester we will explore your vital role as a literacy leader within a school and district. In this course we will focus on how our leadership style and beliefs about literacy development influence decisions about organizing and administering a reading program.

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 literacy plan
4. Develop a school wide reading program which reflects your style and the needs of the school district program
5. Create a network of support

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 instruction 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...)

**Textbooks and Materials:**


**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.

**Grading:**

To determine your course grade, the class assignments and projects including participation and professionalism will be reviewed.
All projects and reading assignments and discussions are due on the Wednesday of each week of the course.
Grading of late projects will result in a 5% deduction per day. Assignments will not be accepted after May 5, 2019.
The grade distribution listed in the Graduate Catalog will be utilized. (A=100-93%, A- 92-90%, etc.) If you are not at A or B level work, I will indicate my questions and concerns and invite you to resubmit your work within 2 days.
Sequence of Coursework:

Week 1  **Introduction**  
*I.A.6 Historical Perspectives*

Syllabus
Course requirements and assignment detail
Read the following:  The Literacy Bug:  5 Stages of Literacy Development  
“Ending the Reading Wars: Reading Acquisition Novice to Expert”  2018

Week 2  **Leadership in School Literacy**  *III.C. Collaborating*

AN: Ch. 1  
Wepner: Ch. 1 and 2

Week 3  **Modern Leadership and RTI**  *III. C. Collaborating*

AN: Ch. 3  
Wepner: Ch.14

Week 4  **Assessment of Myself and Others**  *II.B.C.D. Planning of Instruction*

AN: Ch. 4  
Wepner: Ch.10

Week 5  **Challenges in Literacy Leadership**  *II.B.C.D. Planning of Instruction*

AN: Ch. 5 and 7  
Wepner: Ch. 4 and 5

Week 6  **Leading Teams at the Elementary and High School Levels**  *III.A.B.
Professionalism*

AN:Ch.8  
Wepner: Ch.6

Week 7  **Leading Change in the Schools**  *II.B.C.D Planning of Instruction*

AN: Ch.9  
Wepner: Ch. 11 and 15

Week 8  **What Have We Learned About Literacy Leadership?**  *III.A.B.
Professionalism*

Project presentation: Comprehensive Reading Plan
Final Discussion:
How are you going to address the use of technology?
What plan do you have for the Tier 3 students whose life skills depend on your help?

Explain to a principal the difference between the direct instruction method for teaching phonics and the whole language method for teaching phonics.

Why is there a reading war; should a reading war even exist?

Don’t forget about writing and ESL instruction.
Course Learning Experiences/ Projects and Assessments:

1. **Professionalism and Participation (25 points)**
   - Demonstrate appropriate professional behavior and participate in online and Face Time class discussions and projects. Your participation will demonstrate a commitment to leadership in all areas of literacy education development.
   - Literacy conference of your choice plans: Due: Week 7

2. **Comprehensive Exam: Action Research (20 points)**
   - Where are you in this process? Are all necessary clearances in order for graduation? Due: Week 3

3. **Read and Discuss (80 points)**
   - Read the assigned chapters, articles and online resources. Be prepared to discuss the details at the weekly meeting on Wednesdays. Lead at least 2 discussions during the 8 weeks. Due: Each week on Wednesday

4. **School Literacy Leadership Exploration: 60 points**
   - Write a 3-page paper about your literacy beliefs and your own insights as a leader. You can use IRA AND NCTE online resources as well as Charlotte Danielson guidelines for teaching. You may also want to consult the International Dyslexia Association and the Learning Disabilities organization. Due: Week 8
   - 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. Due: Week 4
   - Meet with an administrator and literacy leader to share your professional learning. Share with the class in Week 4.

5. **Comprehensive School Literacy Plan (50 points)**
   - In collaboration with your administration and literacy leader, develop a school literacy mission and vision statement using these 3 state and national literacy plans:
     A.) Pennsylvania Comprehensive Literacy Plan: Keystones to Opportunity
     B.) NCTE Reading Commission Features of Literacy Programs
     C.) IRA Exemplary Reading Programs
   - Outline the complete plan that you would use if you were the Literacy Leader. The IRA Exemplary Reading Plan should be a helpful guideline.
   - Ideas due: week 3
Meet with your administrator and a literacy leader to share your professional learning plan and obtain feedback to share. Due: Weeks 5 and 8