

**Language and Literacy Programs:
Leadership, Planning and Evaluation
EED 628**

Course# 15720

Virtual Zoom Course

Thursdays 4:00-6:45 PM

Join URL: <https://csun.zoom.us/j/86855129552>

Dr. Dominic Grasso

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Required Texts:

Reading Specialists and Literacy Coaches in the Real World, Fourth Edition; by Brenda Shearer; Deborah Carr and MaryEllen Vogt.

Standards for the Preparation of Literacy Professionals, 2017 Edition by the International Literacy Association

The Michael D. Eisner College of Education's Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice

The Michael D. Eisner College of Education Definition of Social Justice

As faculty, staff, and students, we are committed to social justice. In the MDECOE, we believe that **social justice is a form of activism rooted in the principles of equity and inclusion**. As a part of this process, we analyze how power, privilege, and oppression impact our social, political, and cultural identities. We seek to ensure that resources are distributed equitably, and all members of our community feel welcome.

Social justice involves all of us and invites us to develop our own agency and sense of responsibility toward others as we challenge inequities through study, struggle, and solidarity. Social justice is a collective, ongoing journey toward liberation.

We know social justice is happening when...

- We are informed by community members, prioritize collaboration, and create safe opportunities for staff, faculty, and students to share their experiences and ideas.
- We learn from the histories, scholarship, activism, and lifeways of those on the margins and make space for minoritized communities to speak for themselves.
- We take active roles to dismantle racial, linguistic, religious, economic, environmental, gender, sexual, and ability-based oppressions and challenge initiatives that may cause harm to students, staff, faculty, and community partners.
- We commit ourselves to creating justice-oriented solutions to complex problems and anticipating how oppressions intersect to create new forms of harm.
- We carefully consider and revise our curricula, instruction, recruitment strategies, research priorities, fiscal policies, and other initiatives to align with justice-oriented efforts in our departments, the MDECOE, and CSUN.
- We promote life, safety, autonomy, and sustainable relationships (with others and the earth) through shared struggle and solidarity.
- We distribute resources and labor expectations equitably and sustainably.
- We welcome compassion, conflict, and collaboration as necessary components for personal and collective growth.
- We dedicate ourselves to learning and growing as terms and vocabulary change, new organizing strategies are developed, and possible futures are envisioned and enacted.
- We remember that it is not perfection but the striving, together, that makes our work meaningful.

Catalogue Course Description

Prerequisite: [EED 625A/L/SED 625A/L](#), [EED 625B/L/SED 625B/L](#) or instructor consent.

Principles of designing, organizing, coordinating and evaluating a variety of bilingual/multilingual programs as well as literacy programs (e.g., K-12 integrated language arts programs, corrective reading/writing programs, programs for students at risk) are presented. Students develop competencies in planning, conducting and evaluating staff development in language and literacy or bilingual/multilingual education. They familiarize themselves with the state textbook adoption process, state frameworks, district curriculum guides, and selected state, national and international language and literacy projects/programs. Strategies for writing grants are offered and participation in professional organizations is encouraged. Students demonstrate ability to provide leadership in decision-making for teaching language and literacy or for teaching across the curriculum in bilingual/multilingual programs. Bilingual/multilingual refers to bilingual/bicultural and multilingual/multicultural settings.

Course Design: *This course will meet virtually via zoom.*

To meet the goals of this seminar course, we will read and discuss selected common texts, sharing our perspectives and experiences. We will work in small groups and as individuals to create projects and documents that offer us the opportunity to serve as school leaders and agents of change. We will report about our projects and findings during peer review, in writing, and orally to share our synthesized knowledge with others working in the field of literacy. Each session of the course has been designed to facilitate your consideration of current literacy issues, exemplary program models, and the research base for programs, curricula, and materials.

Expectations: Our successful collective endeavor requires that you make every effort to be on time and regular in attendance, come to each class well prepared to participate, take an active role in discussions and activities, meet assignment deadlines, and work well in collaborative groups.

Attendance Policies: *Attendance is a required (and graded) component of this course.* Since learning is the result of active meaning-making, you are expected to take full advantage of the exchange of knowledge, experience, research, and perspectives of class members by attending class regularly and participating in all class activities. If you know ahead of time that you will miss class, especially for job-related events, please alert me to these dates, as this will change small group arrangements.

****Please notify me in writing during the first two weeks of the semester if you will miss class for a religious holiday observance or as a requirement of your job, so that your absence may be excused****

Student Learning Outcomes for Elementary MA Program

1. Students will reflect on their pedagogy, examining their practice and pedagogical content knowledge to support diverse students' learning needs.
2. Students will extend their theoretical understanding by reading, synthesizing, and evaluating educational theory and research and application of research findings to their practice in diverse classroom settings.
3. Students will develop research skills by designing and conducting research and presenting their findings at a professional level in oral and written forms.
4. Students will expand their educational awareness by knowing current educational issues and how those impact schools.
5. Students will demonstrate qualities of leadership by advocating for children and teachers and demonstrating the abilities and dispositions of teacher leaders.

Professional Competencies towards Reading, Literacy, and Leadership Specialist Credential (RLLSC) Portfolio

1. Assessment and Instruction

The candidate demonstrates the ability to assess the academic needs, interests, attitudes, and achievement of students including English speakers and English Language Learners. These

assessments are effectively used to make decisions related to appropriate instruction and materials in reading, writing, speaking, and listening for a class and/or for an individual student.

2. Instructional Materials

The candidate demonstrates the ability to design effective instructional materials, provide leadership in the selection, adaptation, and use of instructional materials, including the textbook adoption process.

3. Teacher Support

The candidate demonstrates the ability to assist and support classroom teachers K-12 in creating an effective literacy-rich learning environment that meets the California Content Standards of any subject area.

4. Program Design and Evaluation

The candidate demonstrates the ability to work with the school or district to design effective reading and language arts programs that meet State standards and guidelines. The candidate demonstrates the ability to conduct a comprehensive program review and to suggest needed modifications.

5. Professional Development

The candidate demonstrates the ability to design and implement professional development activities, including in-service education programs.

6. Professional Leadership

The candidate demonstrates the ability to assume a leadership role in the school and community, including working collaboratively with allied professionals, district/county personnel, and members of the community.

Faculty Policy on Academic Dishonesty

Campus policy regarding student academic dishonesty and the new CSU reporting requirements when faculty believe that a student has committed an act of cheating, plagiarism or fabrication, or has facilitated such an act is contained in the Faculty Policy of Academic Dishonesty. This policy can be found at <https://www.csun.edu/catalog/policies/academic-dishonesty/>

Involuntary Student Delay or Withdrawal Statement

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and professional dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed professional dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and professional dispositions recognized by the education profession. Obtain detailed information about the involuntary delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professionals at www.csun.edu/coe/eed/delay_withdrawal

Course Objectives:

Students who complete this course will be able to:

1. Candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development. (I,P,A)
2. Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels. (I,P,A)
3. Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities. (I,P,A)
4. Candidates understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks. (I)
5. Candidates understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives. (I,P,A)
6. Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education. (P)
7. Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development. (P,A)
8. Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based. (I,P)
9. Candidates demonstrate advanced understanding about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction. (I,P,A)
10. Candidates know about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the Foundations/Standards and Frameworks. (P,A)
11. Candidates demonstrate advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population. (I,P,A)
12. Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program. (P,A)

13. Candidates demonstrate professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels. (I,P)

Course Content:

- The varied roles of a school-based reading specialist, including legal and ethical responsibilities (8.A4, 8.A5, 8.B5, 9.1, 9.5, 9.6, 9.7, 10.A3, 10.A4, 10.C2, 10.C3).
- Strategies for providing literacy leadership to a school community, including strategies for communicating results of data analysis, text and materials review, and data-based program recommendations (7.9, 8.B4, 9.1, 9.6, 9.7, 10.B3, 10.C2, 10.C3).
- Principles of the design, implementation, and evaluation of effective K-12 reading/language arts programs in multilingual/multicultural school settings for the purposes of developmental instruction (Tier I or core), intervention for students at risk [in the classroom (Tier II) and in the clinic (Tier III)], and English language development (7.2, 8.A4, 8.A5, 8.B1, 8.B2, 8.B3, 9.1, 9.3, 9.4, 9.6, 9.7, 10.A3, 10.C2, 10.C3).
- Principles of planning, conducting, and evaluating staff developments on literacy related topics, including characteristics of adult learners that affect design (8.B4, 8.B5, 9.1, 9.4, 9.6, 9.7, 10.A4, 10.B3, 10.C2, 10.C3).
- Research-based strategies and appropriate materials for parent workshops on literacy related topics based on a needs analysis (7.2, 8.B4, 9.1, 9.4, 9.6, 9.7, 10.B3, 10.C2, 10.C3).
- Strategies for effective communication with stakeholders, including administrators, teacher colleagues, parents, and the community on literacy related topics (5A3, 7.9, 8.B4, 9.1, 9.6, 9.7, 10.A4, 10.C2, 10.C3).
- Resources available in the local community and at the district, state, and national levels, including sources of potential funding and professional growth opportunities (8.B1, 8.B2, 8.B3, 10.A4, 10.C1).
- Processes for standards-aligned text selection at the school, district, and state levels (8.A2, 8.A3, 8.B1, 8.B2, 8.B3, 10.A3).
- Processes for selection and evaluation of standards-aligned curricular materials including instructional technologies for reading/language arts programs (8.A2, 8.A3, 8.A4, 8.B1, 8.B2, 8.B3, 9.4, 10.A3, 10.A4, 10.A5).

- Guidelines and frameworks for standards-aligned curriculum design and program scope and sequence in local districts, California, and the nation (8.A2, 8.A3, 8.A4, 8.B1, 8.B2, 8.B3, 10.A3, 10.A4).
- Impetus for current local, state, and national literacy initiatives, including pupil assessment and research agendas, and the impact of these initiatives on school/district selection of curriculum, materials, and classroom instructional strategies (7.5, 7.6, 8.A4, 8.B1, 8.B2, 8.B3).
- Key principles of best practice for Tiers 1, 2, 3 in PreK-12 as derived from meta-analyses of current literacy research as related to effective instructional and assessment practices, including concepts in phonemic awareness, phonics, vocabulary, comprehension, fluency, writing, spelling, independent reading, computer assisted instruction, instructional technologies, grouping practices, struggling readers, advanced readers, readers with identified special needs, and English learners (7.5, 7.6, 8.A4, 8.A5, 8.B2, 8.B3, 9.3, 9.4, 9.5, 9.6, 9.7, 10.A5, 10.C2).
- Key principles and varied purposes of literacy assessments PreK-12 including selection of appropriate methods and tools for the assessment of strengths and needs of individual struggling students enrolled in Tier III intervention, curriculum-based assessments and norm-reference assessments regularly conducted by classroom teachers across the school that determine strengths and needs during Tier I developmental instruction, and Tier II intervention for students at risk in the classroom (3.6, 5A3, 7.2, 7.3, 7.4, 9.3, 9.5, 9.6, 9.7, 10.C2).
- Methods for the use of aggregated/disaggregated data elicited from regular literacy assessments to recommend and implement modifications to instructional practices, including criterion-references assessments locally designed, large scale (district/state) norm-referenced assessments, and individualized assessments used by reading intervention specialists and classroom teachers (3.6, 5A3, 7.3, 7.4, 7.5, 7.6, 8.B2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.C2).
- The role of professional literacy organizations: information, research, professional networking, advocacy, and legislation (7.7, 7.8, 8.B4, 8.B5, 10.C1).
- Strategies for accessing assistance for literacy programs: funding, grant writing, professional resources (8.B4, 8.B5, 10.A5, 10.C1).

Recommended Additional Materials: Subscription to professional literacy organization of your choosing. Professional organizations may include, but are not limited to:

- International Literacy Association (ILA) <https://www.literacyworldwide.org>
- Literacy Research Association (LRA) <http://www.literacyresearchassociation.org>
- The Reading League California (TRL) <https://ca.thereadingleague.org/>

- California Reading Association (CRA, the state affiliate of ILA)
<http://www.californiareads.org>
- National Council of Teachers of English (NCTE) <http://www.ncte.org>
For position statements <http://www.ncte.org/about/over/positions?source=gs>
- California Association of Teachers of English (CATE, the state affiliate of NCTE)
<http://www.cateweb.org>
- Association for Supervision and Curriculum Development
<http://www.ascd.org/aboutascd/position.html>
- National Association for Bilingual Education (NABE) <http://nabe.org>
- California Association for Bilingual Education (CABE, the state affiliate of NABE) <http://www.bilingualeducation.org>
- Teachers of English to Speakers of Other Languages (TESOL)
<http://www.tesol.org>
- California Teachers of English to Speakers of Other Languages (CATESOL)
<http://www.catesol.org>
- National Clearinghouse for Bilingual Education (NCBE)
<http://www.ncbe.gwu.edu>

Texts you may already have that will be needed for occasional reference:

- *Publication manual of the American Psychological Association 7th edition.* (2019). Washington, D.C.: American Psychological Association.

A variety of materials from your school site brought to class as directed on the syllabus:

- Your grade level, school, and/or district's mission statement, philosophy statement, or policies related to literacy, use of literacy materials, or goals.
- The support materials that came with your reading/language arts/English language development series--rationale, scope and sequence chart, accommodations for EL, website information, statistics on implementation elsewhere, statistics your school/district has compiled about the use of this material. Many of these items may have been sent with the initial adoption of the series and would have played a role in "selling" these materials as appropriate for your school/district. You might find them housed with the literacy coach, reading specialist, or principal.
- The teaching manual for the reading and language series or materials you use for instruction (if you teach more than one grade level, we'll decide which level is unique within those classmates can provide).
- Flyers and brochures about literacy that your school/district regularly distributes to parents, *e.g.*, ideas for reading aloud to your child.
- Other guidelines or materials about literacy that have been developed at your school site/district.
- Flyers for literacy events sponsored by your school/district, *e.g.*, Right to Read Week, author visits.

Evaluation

All of the assignments listed below have been given a point value. You will be given a rubric, which we will discuss in class with predetermined criteria for each of the assignments. If you wish to challenge a grade you must make an appointment with me and come prepared with written reasons (referring to the rubric) you feel the grade should be changed. Adding the total points earned and dividing by the total points possible determine semester grades.

A 94-100% C 73-76%

A- 90-93% C- 70-72%

B+ 87-89% D+ 66-69%

B 83-86% D 63-65%

B- 80-82% D- 60-62%

C+ 77-79% F 59.9 % and below

Incompletes will not be given except in the case of extreme emergency late in the semester; a contract for completion will be written prior to the end of the semester.

Assignments

Assignment	Points Assigned	Due Date
Class Attendance	100 Points	On-Going
Class Participation	50 points	On-Going
Comprehensive School Literacy Plan	100 points	May 1st
Literacy Program Examination and Evaluation	100 points	April 3rd
Professional Development Presentation	100 points	May 8th
Total Possible	450 points	

Course Assignments:

1. **Class Attendance (100 Points):** Attendance will be taken each class session and will account for 100 points towards your final class grade. Each unexcused absence will result in a deduction of points that will be applied towards your final class grade. More than 2 unexcused absences will result in a grade of C- or below.
2. **Class Participation (50 Points):** In addition to attendance, active participation is required. See participation rubric posted in CANVAS to review participation expectations. Participation will be required regardless of how students choose to attend class (virtually or in person/Hy-flex).

3. **Comprehensive School Literacy & Professional Development Plan (100 Points):** This assignment will consist of students developing a comprehensive school literacy plan that includes several robust components including: needs and data analysis, mission/vision statement, support plan, financial proposals, and presentation on recommendations and findings to school leadership. The plan will include research-based recommendations and actionable next steps the school can take to meet the recommendations.(3.9, 7.3)
4. **Professional Development Presentation (Part of Comprehensive Literacy Plan(100 points):** Design and deliver a one-hour in-service event related to a need from your needs and data analysis. You should create this in-service for faculty/staff at your school or for parents/families at your school. This in-service will have three main purposes:
 - a. To initiate a change in practice or emphasis at your school site.
 - b. Create a venue for you to share information about the research base of exemplary literacy materials and strategies you have compiled.
 - c. To expand your leadership capabilities by receiving feedback on your in-service facilitation. (7.9, 8.11, 8.12)
5. **Literacy Program Examination and Evaluation (100 Points):** This will be a written report based on a format the class follows as we examine state, national, and international models. This report will present data and summaries of all key aspects of the literacy program. In addition, the report should include:
 - a. A section that summarizes the key elements of the program's effectiveness and/or continuity Pre-K- 12, which is grounded in the data you have gathered.
 - b. Four – five recommendations for modifications to any aspects of the school or district program, grounded in a rationale based on our course readings with citations from the research support, keeping in mind the school/district/community population
 - c. A discussion of how local, state, and federal policies and frameworks (i.e., California ELA/ELD Framework, Common Core State Standards, etc.) and how these policies impact the effectiveness or lack of effectiveness for program being evaluated

The topic selected may be based on your examination of the literacy program at your school site (s) and our class discussion of other school, state, national, and international literacy programs, and models.(7.2, 7.6, 8.3, 8.8, 8.9)

Welcome to the Course!

EED 628 SPRING 2024 Course Schedule		
Class Session	Class Readings (To be completed prior to class)	Class Topics & Assignments Due
#1 Jan. 23rd	<i>The Multiple Roles of Specialized Literacy Professionals: The ILA 2017 Standards</i> by Rita Bean and Diane Kern California ELA/ELD Framework & Common Core Standards (8.2) <i>Standards for Literacy Professionals (2017)</i> (8.2)	Welcome Activity In Class Activity: Evaluating literacy research that shaped the 2017 Standards for Literacy Professionals (7.7)
#2 Jan. 30th	<i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 1: Examining the Historical Context for Literacy Instruction; looking at state and federal reading initiatives (7.6) <i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 2: Serving as an Elementary, Secondary, or District Level Specialist or Reading Coach, what is my role in understanding implementation of instructional programs (8.3) <i>Coaching on Borrowed Time</i> by Bethanie Pletcher, Alida Hudson, Alison Scott & Lini John <i>Revisiting the Roles of Literacy Coaches: Does Reality Match Research</i> by Jennifer I. Hathaway, Christie Sullivan Martin & Maryann Mraz	In Class Activity: The Multiple Roles of Specialized Literacy Professionals; what is the role of a literacy coach in relation to the continuum of state PreK-12th grade foundations/standards and frameworks (8.2)
#3 Feb. 6th	<i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 3: Forming a Literacy Team and Creating a Literacy Vision, how can I effectively communicate to sustain a comprehensive literacy program (8.11) <i>Leadership by Committee</i> by Anna Osborn (8.11) <i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 4: Determining a School's Literacy Needs and Developing a Plan, assisting teachers to utilize data for effective instruction (3.9)	In Class Activity: Developing a Literacy Team and Literacy Vision In Class Activity: Creating a Needs Assessment to revise instructional programs (3.9)

#4 Feb. 13 th	<i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 14: Evaluating Effective Literacy Programs with a Student Centered Lens (8.9)	Due: Date Selected for School Based Professional Development Presentatio
#5 Feb. 20 th	<i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 10: Selecting and Evaluating Instructional Materials and Technology Resources (7.2) Class Presentation: Large scale literacy assessments & the relationship between those assessments and state frameworks, standards and benchmarks (7.5)	Due: Literacy Program Chosen for Evaluation Assignment Submitted for Approval, Breakout Group Activity on the impact of local, state, and federal policies on instruction & materials. (8.8) In Class Activity: California Adoption Procedures and Policies vs. Other States & Countries Adoption Procedures & Polices (7.6)
#6 Feb. 27 th	<i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 11: Facilitating Change Through Collaborative Professional Learning, best practices in adult effective professional development (8.12) Coaching and Professional Learning: Looking for Inspiration by Denise N. Morgan, Celeste C. Bates, Lisa D. Aker, Jaime Dawson, Becca D. Doswell, Pam Lancaster, Enrique A. Puig, Jeff L. Williams (8.12)	In Class Activity: Develop Professional Development Evaluations In Class Activity: Discussing effective communication strategies to utilize when giving professional development inclusive of class, school, and district data (7.9)
#7 March 6 th	<i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 5: Matching the Instructional Context with Student Needs Assessment as Inquiry, using grade and school level data to enhance the instructional context (3.9) Class Discussion: how to evaluate, select, and support implementation of effective literacy programs (8.9)	In Class Activity: Analyzing needs assessment data to implement and revise instructional programs (3.9)
#8 March 13 th	<i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 6: Differentiating Instruction to Meet Learners' Needs: Framing Literacy Differentiation and Intervention Class Presentation: Using data sets (class, district, and school level) to make instructional decisions and provide professional development (7.3)	Due: First Draft of School Literacy Plan Assignment for Feedback

#9 March 20 th	SPRING BREAK NO CLASS	
#10 March 27 th	<i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 7: Aspects of Second Language Acquisition and Culture Class Discussion: What is the role of the literacy coach in understanding effective implementation of instructional programs, and following a well-designed sequence of instruction? (8.3)	In Class Activity: Consultations on School Literacy Plan; focus on comparing class, school and district data to design effective instructional activities and professional development (7.3)
#11 April 3 rd	<i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 8: Implementing a Comprehensive Literacy Program in Elementary Schools, how can I use my evaluation of literacy programs to strengthen my comprehensive literacy plan? (7.2) (8.11) <i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 9: Implementing a Comprehensive Literacy Program in Middle and Secondary Schools, how can I communicate with various stakeholders? (7.2) (8.11) <i>Building a Culture of Literacy at Your School</i> by Linda Jacobson (8.11)	Literacy Program Examination and Evaluation Assignment DUE on CANVAS
#12 April 10 th	<i>Reading Specialists and Literacy Coaches in the Real World</i> Ch 12: Moving the Field Forward as Leaders and Literacy Advocates, enhancing communication strategies with students, families, teachers, and administrators, <i>it takes a village!</i> (8.11)	In Class Activity: What did you learn from your professional development session? What are key characteristics of effective professional development? (8.12)
#13 April 17 th	NO CLASS: Work Independently on Comprehensive School Literacy Plan and Professional Development Assignments	
#14 April 24 th	Five Policy Actions to Strengthen the Implementation of the Science of Reading by National Council on Teacher Quality	
#15 May 1 st	<i>Let's Face Time Tonight: Using Digital Tools to Enhance Coaching</i> by Christine M. Leighton, Evelyn Ford-Connors, Dana A. Robertson, Jennifer Wyatt, Christopher J. Wagner, C. Patrick Proctor and Jeanne R. Paratore	Comprehensive School Literacy Plan Assignment DUE on CANVAS

#16 May 8th	Elementary Literacy Coaching in 2021: What We Know and What We Wonder by Jacy Ippolito, Allison Swan Dagen, & Rita M. Bean	PROFESSIONAL DEVELOPMENT PRESENTATION DUE
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LEGEND

Standard	Text	I/P/A	Location
3.9	Candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.	I	Week #3 P. 11
3.9	Candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.	P	Week #7 P. 12
3.9	Candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.	A	Assignment: <u>Comprehensive School Literacy & Professional Development Plan p. 10</u>
7.2	Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.	I	Week #5 P. 12
7.2	Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.	P	Week #11 P. 13
7.2	Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.	A	Assignment: <u>Literacy Program Examination and Evaluation p. 10</u>
7.3	Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for	I	Week #8 p.12

	analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.		
7.3	Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.	P	Week #10 p.13
7.3	Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.	A	Assignment: <u>Comprehensive School Literacy & Professional Development Plan p. 10</u>
7.5	Candidates understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks.	I	Week #5 P.12
7.6	Candidates understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.	I	Week #2 P. 11
7.6	Candidates understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.	P	Week #5 P. 12
7.6	Candidates understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.	A	Assignment: <u>Literacy Program Examination and Evaluation p. 10</u>
7.7	Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education	P	Week #1 P. 11
7.9	Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.	P	Week #6 P. 12

7.9	Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.	A	Assignment: <u>Comprehensive School Literacy & Professional Development Plan p. 10</u>
8.2	Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based.	I	Week #1 P. 11
8.2	Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based.	P	Week #2 P. 11
8.3	Candidates demonstrate advanced understanding about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.	I	Week #2 P.11
8.3	Candidates demonstrate advanced understanding about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.	P	Week #10 P. 13
8.3	Candidates demonstrate advanced understanding about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.	A	Assignment: <u>Literacy Program Examination and Evaluation p. 10</u>
8.8	Candidates know about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the Foundations/Standards and Frameworks.	P	Week #5 P. 12
8.8	Candidates know about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention	A	Assignment: <u>Literacy Program Examination and Evaluation p. 10</u>

	materials identified in the Foundations/Standards and Frameworks.		
8.9	Candidates demonstrate advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.	I	Week #4 P. 12
8.9	Candidates demonstrate advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.	P	Week #7 P.12
8.9	Candidates demonstrate advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.	A	Assignment: <u>Literacy Program Examination and Evaluation p. 10</u>
8.11	Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.	I	Week #3 P.11
8.11	Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.	P	Weeks #11&12 P. 13
8.11	Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.	A	Assignment: <u>Professional Development Presentation p. 10</u>
8.12	Candidates demonstrate professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge,	I	Week #6 P. 12

	assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.		
8.12	Candidates demonstrate professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.	P	Week #12 P. 13
8.12	Candidates demonstrate professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.	A	Assignment: <u>Professional Development Presentation</u> p. 10