

Southern Methodist University
Annette Caldwell Simmons School of Education and Human Development
Department of Teaching and Learning
EDU 6311 Foundations of Literacy Consultation

SYLLABUS

Instructor:	Dr. Caroline I. Kethley	Date:	Thursday, Jan. 23 – May 5, 2014
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Location:	218 Simmons Hall 5:15 – 8:05 p.m.	Credit:	3 Hours

Course Categorization/Location

EDU6311/Foundations of Literacy Consultation (SP14) is a Hybrid Course. This means some learning will take place in face-to-face (F2F) format in typical classroom fashion on Thursday evenings in Simmons 218. However, a portion of the learning will take place elsewhere – either in Modules located on Blackboard to be completed independently or in groups by the student(s) (i.e., not on Thursday evenings in Simmons 218) or via Web Conferences conducted by your professor and the entire class or in multiple small groups (i.e., can be on Thursday evenings, but will be via the Internet – so you can be at your own preferred location: home, Starbucks – wherever you have the Internet).

The use of Hybrid courses is not new to our program or to Foundations of Literacy Consultation. We have used Web Conferencing technology over the last three years to connect Dallas and Houston students in our M.Ed./Reading and Writing program. As this technology improves, we will continue to add new aspects to make the courses more engaging and powerful for our students. This year we are focusing on technology that facilitates collaboration among our students as collaboration has been shown to provide learning benefits beyond the classroom. Throughout the semester, we will be soliciting your feedback on this effort in order to make adjustments and improvements.

Prerequisites

For students in both the M.Ed. Reading and Writing program and the Master Reading Teacher program (M.Ed. or Non-Degree Certificate program), EDU6311/Foundations of Literacy Consultation is the 6th course in the literacy sequence. Students must have successfully completed EDU6340, EDU6141, EDU6363, EDU6142, and EDU6323 prior to taking EDU6311.

Course Description

Many literacy teachers and reading specialists are being asked to provide support and guidance to their professional peers through a process called consultation or coaching. Coaching has become a popular model in schools to provide professional development and support to improve the instructional skills of teachers and the skills of students. For example, the Master Reading Teacher and Reading Specialist Standards in Texas and the national Reading First Initiative both stipulate that reading specialists perform as peer

consultants or coaches to improve reading/literacy outcomes of students. The purpose of this course is to prepare teachers and other specialists to provide professional consultation and coaching to their peers in order to support the reading development of all students in the school.

Required Textbook

Hasbrouck, J. & Denton, C. (2005). *The reading coach: A how-to manual for success*. Boston: Sopris West.

Required Readings

Article discussion will be included in each class. Links to all articles will be available on Blackboard under Readings.

Learning Objectives

The critical content of EDU6311/Foundations of Literacy Consultation was developed using the Texas Standards for Reading Specialists and Master Reading Teachers as well as using evidence from the research literature on reading and writing instruction (including instruction for students with dyslexia and related reading disabilities and for English language learners), professional development, effective schools, and instructional coaching. Course Objectives and Assignments are linked to the Department of Teaching and Learning Conceptual Framework, which is listed below. Specifically, after taking this course, you will be able to answer the following questions:

1. What are the role(s) associated with professional coaching/collaboration in school settings?
2. What are ethical standards related to coaching and collaboration?
3. What is the foundational knowledge of effective reading and writing instruction for EC-12 students including students who have dyslexia and related reading difficulties or are English language learners?
4. What are techniques, procedures, and resources used to provide effective coaching and collaboration services at the individual and systems levels?
5. What are effective models of professional development for teachers?
6. What are expected stages and patterns of first- and second language learning and issues and concepts related to the transfer of literacy competency from one language to another?
7. What are methods and criteria for critically evaluating a core reading program/curriculum?
8. What is systematic, sequential, age-appropriate reading instruction for English Language Learners that is based on a convergence of research evidence and is responsive to individual students' strengths, needs, and interests?
9. What are strategies for collaborating with teachers, specialists, parents/ guardians, students, and administrators to promote and maintain English Language Learners' literacy in English and their primary language?

10. What are ways to distinguishing between language differences and reading disabilities, and knows when additional assessment and additional intervention is needed?
11. What are the major theories of language acquisition, reading, cognition, and learning (e.g., behaviorism, cognitive theory, constructivism, transactional theory) and how they relate to approaches and practices in literacy instruction?
12. What are critical parts to include in written documentation of literacy assessment data, analysis of instructional needs, and accommodations for instruction?

Assignments and Evaluation Activities

All written assignments are to be typed using 12-point font (Times New Roman or very similar font), 1-inch margins, and double-spacing. Headings should be used liberally, with headings clearly identifying the parts of each assignment. All written assignments will be graded on writing mechanics, style, and content. Your style should follow APA standards, especially citations and reference list. Likewise, you should use professional language, with particular care taken when describing student behavior and abilities.

The assignments for *Introduction to Literacy Consultation* will focus on developing your knowledge and skills in coaching and mentoring. As you will see described briefly below, there are four (5) projects that will support your learning this semester plus a Final Exam that will evaluate your learning across the semester.

Please NOTE: minor adjustments/additions may be made to Assignments. You will be provided adequate time to prepare.

1. Field Experience/Practical Coaching Applications (50 points).

The overall focus of our class is on the evidence-based techniques, procedures, and resources that may be used to provide effective coaching and collaboration services at the individual and systems levels in schools. To facilitate application of your knowledge and skill development, you will complete two activities in the field (your own school or another).

- a. (25 points) Using collaboratively developed Interview questions, each student will **interview** the Instructional Coach or Reading Specialist on his/ her campus or district.
- b. (25 points) Each student will conduct an **observation of a teacher** giving instruction or participate in Teach Live.

2. Class Annotated Bibliography (5 points).

For this assignment, each student in the class will develop a single annotation to form a **class annotated bibliography** or *structured notes* on a collection of articles read throughout this semester. This will be discussed further on the first night of class.

3. Professional Development Project (50 points)

Reading professionals may be called upon to provide professional development to grade-level, campus, or district colleagues. Thus, it will be important for you to hone your knowledge of content that you may be called upon to “teach” to colleagues (i.e., adult learners) as well to learn evidence-based practices in providing professional development. For the **Professional Development Project** you will research models of professional development and develop and present a “mini professional development” (PD Poster Session) that will demonstrate your knowledge of a topic of reading content of your choice using evidence-based instructional practices and that will also be a demonstration of your understanding of evidence-based principles of professional development. Your topic should be something you will be able to use in the school where you are teaching if possible.

4. **Curriculum Evaluation Project** (50 points)

Reading professionals may be called upon to lead or participate with campus groups in evaluating and selecting new reading curricula. Thus, it will be important for you to read and discuss articles and examine curriculum evaluation guides (e.g., Florida Center for Reading Research; Walpole, McKenna, & Phillippakos, 2011) to determine the most important components when reviewing curriculum/core reading programs. For the **Curriculum Evaluation Project** you will examine a curriculum/core reading program, complete a graphic organizer, write a 1-page personal reflection, and produce summary of findings to share with the class.

5. **Intervention Strategy and Assessment CHARTS Project** (15 points)

Reading professionals are expected to support teachers and other colleagues with a deep knowledge of reading and writing interventions and methods to assess and provide progress monitoring on students and on teachers use of interventions. For the **Intervention Strategy and Assessment CHARTS Project** you will collaborate with the class as a whole group to produce a chart of reading and writing interventions and assessments that can be used with students in EC through grade 12 for Tier 1 and Tier 2 instruction including instruction/assessments for students who are English language learners and students with dyslexia or related reading disorders.

6. **Case Study Report** (30 points)

Reading professionals are expected to be highly competent in written communication. One specialized genre that you may be called upon to produce is a Case Study Report. This type of report may be shared with your Principle, other reading professionals, or other members of a Child Study Team or Special Education Team (e.g., Admission, Review, Dismissal). For the **Case Study Report** you will analyze student data, selecting appropriate intervention strategies, and develop a plan to support teacher implementation and monitoring of student progress to benchmark goals.

7. **LEARN Modules** (4 @ 25 points = 100 points Total)

Students will complete four (4) online LEARN Modules across the semester. LEARN is an acronym for **L**earn; **E**xplore; **A**pply and **A**ssess; **R**eflect and **R**espond; and be **e**Ngaged, **i**Nteractive, and **i**Nvolved. As you proceed through a Module, you will activate and develop background knowledge about a topic and deepen your understanding as you complete activities that take you through increasingly higher levels of thinking. Modules are worth 25 points each. Two (2) of these LEARN Modules will replace class sessions. You should complete the entire module independently along with all of the learning activities and or projects. The remaining two (2) modules will be supplemental (i.e., homework). See the Course Calendar for topics and dates.