Annsley Frazier Thornton School of Education

Literacy Specialist P-12 Endorsement
Program Review Documents

June, 2012
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EXECUTIVE SUMMARY

Program Description
The Annsley Frazier Thornton School of Education (AFTSE) recognizes the need for high levels of literacy, given our technological society, and the increasing demand for a highly competent teacher workforce prepared to address these issues. Teaching all children to read requires that every child receive high quality reading instruction from teachers with the expertise and competence needed to teach reading effectively. Additionally, there is a need for personnel with specialized knowledge about reading instruction and dynamic leadership skills who can provide essential services not only to students but to teachers. In order to provide effective literacy services to the full spectrum of P-12 students, schools must have literacy specialists who can provide expert instruction, assessment, and leadership for their reading programs.

Candidates pursuing a Literacy Specialist P-12 endorsement at Bellarmine University will be challenged to reflect continuously upon: leadership components; coaching and mentoring; analysis of assessment and data to impact literacy instruction; strategies for closing the achievement gap through instructional best practices; the need to address equity and diversity in schools; and the inclusion of colleagues, parents, and the community in comprehensive efforts for literacy and school improvement. These reflective efforts, embodying the theme of the unit, Educator as Reflective Learner, are framed by Valli’s (1997) five reflective dimensions: technical, deliberative, personalistic, critical, and reflection in-and-on action.

With reflection at the core of effective leadership, the Literacy Specialist P-12 endorsement program strives to prepare aspiring literacy specialists who have the knowledge, skills, and dispositions to take the risks necessary to effect positive changes in schooling so that all children and adolescents can be successful. Specifically, this advanced graduate program has as its foundational goal to develop leaders who, by employing continuous reflection of their own practice, will use their expertise in language and literacy to develop teacher leaders and improve student results and achievement by working in formal and informal ways to augment the professional skills of colleagues, to strengthen the culture of the school through professional learning communities, and to improve the quality of literacy instruction through data-based decision-making. Candidates will emerge from Bellarmine University’s Literacy Specialist P-12 endorsement program with proficiencies that are steeped in solid research on effective leadership and practical skills for immediate implementation in their schools and districts.

Multiple practicum experiences in diverse school and community settings, a variety of theory-to-practice assessments including four comprehensive anchor assessments, a Capstone Project, and program experiences that build knowledge, skills, and dispositions related to working with students and supporting or coaching teachers contribute to a comprehensive state-of-the-art program that will qualify credentialed teachers to serve as literacy specialists for schools at the elementary, middle, and secondary levels. Therefore, all course and practicum experiences are guided by the AFTSE theme, Educator as
Reflective Learner, and aligned to the Kentucky Core Academic Standards, IRA’s Standards for Reading Professionals, and Kentucky Teacher Standards.

Program Design
Designed collaboratively with university, district, and community partners, professors in the Literacy Specialist P-12 endorsement program will model leadership skills and lead learning communities for the purpose of developing a knowledge base enabling these aspiring leaders to work within their schools, districts, and communities to build literacy capacity as future building leaders. Course delivery is face-to-face, and conducted year round, with fall and spring semester courses in early evening to accommodate teachers’ schedules as well as intensive summer sessions. AFTSE full-time faculty and adjunct faculty serve as course instructors and practicum supervisors. This advanced graduate program is designed for three possible tracks: as a Master of Arts in Education (MAEd) with Literacy Specialist P-12 Endorsement (Rank II); as an endorsement to be added to a previous certification; or as a Rank I with Literacy Specialist P-12 Endorsement.

Master of Arts in Education (MAEd) with Literacy Specialist P-12 Endorsement (Rank II)
Candidates pursuing the MAEd with Literacy Specialist P-12 Endorsement complete a set of core course requirements (12 credit hours) that include research methods, literacy instruction, and teacher leadership curricula. Following successful completion of the set of core courses and Transition Point 1 requirements, candidates complete the program specialization requirements (24 credit hours). Specialization requirements include courses in advanced methods in literacy instruction including the teaching of writing and academic literacy, technology with a specific focus on its use to advance literacy skills in grades P-12, advanced diagnostic practices and interventions for the struggling learner, literacy and language development for English language learners, and advanced teacher leadership curricula. Practicum experiences are a component of five courses (LITR 621, 622, and 670, and EDUG 644 and 673).

Rank I Literacy Specialist P-12 Endorsement
Candidates pursuing Rank I status complete a 30 hour program of studies. Candidates complete 6 course hours of core requirements that include literacy instruction and teacher leadership curricula. Following successful completion of the set of core courses and Transition Point 1 requirements, candidates complete the program specialization requirements (24 credit hours). Specialization offerings include courses in advanced methods in literacy instruction including the teaching of writing and academic literacy, technology with a specific focus on its use to advance literacy skills in grades P-12, advanced diagnostic practices and interventions for the struggling learner, literacy and language development for English language learners, and advanced teacher leadership curricula. Practicum experiences are a component of five courses (LITR 621, 622, and 670, and EDUG 644 and 673).

Literacy Specialist P-12 Endorsement
Candidates pursuing the endorsement to be added to a previous certification complete a 27 hour program of studies. Candidates complete a set of foundational literacy courses (21 credit hours) and leadership courses (6 credit hours). Candidates in this track will also
be required to complete the five practicum experiences embedded in the following courses: LITR 621, 622, and 670, and EDUG 644 and 673.

**Practicum Experiences**
Bellarmine University’s Literacy Specialist program consists of five practicum experiences across the program for a minimum of 90 clock hours in highly diverse settings to provide an in-depth understanding and application of P-12 evidence-based literacy materials and practices as well as training in the development and leadership of professional learning communities for literacy learning and mentoring/coaching teachers. These experiences occur across the P-12 spectrum in traditional public schools, specialized schools (such as Buechel Metropolitan High School and Liberty High School), parochial and private schools (such as Pitt Academy, a middle/secondary school, and Nativity Academy at St. Boniface, a private middle school that serves students of academic promise in the Louisville area from low income families), and non-traditional sites (such as ESL Newcomer Academy, Home of the Innocents, Volunteers of America Family Emergency Shelter, Sons of Issachar at Canaan Church, Bellewood, and MaryHurst).

*Practicum 1 – EDUC 644: Teacher Leadership for Equity in Schools and the Community*
Candidates assess and tutor middle school students who have academic and social challenges through the Sons of Issachar program at Canaan church. Candidates are involved in pre-and post-testing of participants’ progress as they provide reading intervention. Candidates must complete at least 20 practicum hours to successfully complete the course.

*Practicum 2 – LITR 621: Literacy Assessment & Instruction – I*
Candidates will spend 10 practicum hours in one of the designated non-traditional sites assessing and instructing multi-aged students in the development of phonemic awareness, phonics, and/or fluency.

*Practicum 3 - LITR 622: Literacy Assessment & Instruction – II*
Candidates will spend 10 practicum hours in one of the designated non-traditional sites assessing and instructing multi-aged students in the development of advanced decoding skills, fluency, vocabulary, and/or comprehension.

*Practicum 4 - EDUG 673: Teacher Leadership for Communities of Practice*
Candidates will coach and mentor a new teacher at their school in the area of literacy assessments and instruction using mentoring standards and coaching protocols. Subsequently, the candidate as well as the teacher will complete an assessment of the candidate’s performance using the mentoring standards to identify areas of strength and opportunities for growth. Additionally, the candidate will develop a plan and implement a professional development focused on literacy assessment and/or instruction in partnership with the principal and other school personnel. Candidates must complete at least 10 practicum hours to successfully complete the course.
Practicum 5 – LITR 670: Clinical Practicum in Literacy Leadership
A supervised practicum experience designed to provide the opportunity to refine skills in a clinical or classroom setting. This capstone clinical practicum experience will focus on developing the candidate as a professional in literacy leadership including opportunities to develop curricula, refine intervention skills with P-12 students, and guide others in the design and implementation of a reading plan. Candidates must complete at least 40 practicum hours to successfully complete the course.

Brief Description of Anchors and the Capstone Project
The following table provides a thumbnail sketch of the anchor assessments and how they fit into the total program. A complete description of each anchor and the rubric used to determine mastery are included in the course syllabi.

<table>
<thead>
<tr>
<th>Anchor Assessment</th>
<th>Description</th>
<th>Course Alignment</th>
<th>Transition Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal</td>
<td>The purpose of the research proposal is to demonstrate the candidates’ progression of thinking about how to research topics of interest and how to connect this research to pedagogical knowledge and emerging practice.</td>
<td>EDUG 601</td>
<td>1</td>
</tr>
<tr>
<td>Collaborative Multimedia Project</td>
<td>The purpose of the collaborative multimedia project is to develop a lesson activity employing a new literacy technology.</td>
<td>LITR 630</td>
<td>2</td>
</tr>
<tr>
<td>Diagnostic Reading Case Study</td>
<td>The case study involves an in-depth reading assessment of a child and reports, among other things, on the assessments utilized, the results, interpretation of the results, and teaching implications for the child.</td>
<td>LITR 663</td>
<td>2 (Fall Start) 3 (Summer Start)</td>
</tr>
</tbody>
</table>
Leadership in School Improvement Through Professional Development

The candidate will design a professional development session for elementary, middle or high school staff based on assessment data and the school improvement plan.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Offered Time</th>
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</thead>
<tbody>
<tr>
<td>EDUG 673</td>
<td>2 (Fall Start) 3 (Summer Start)</td>
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</table>

Capstone Project

This is a 2-part project where candidates first analyze and interpret school-wide data, then develop a “best practice” strategic implementation plan for literacy improvement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Offered Time</th>
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<tbody>
<tr>
<td>LITR 670</td>
<td>3</td>
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</table>

Program Admission Requirements

Potential candidates must have a baccalaureate degree from an accredited institution. They must have a valid teaching certificate and previous teaching experience. Admission requirements include: a 2.75 (on a 4.0 scale) overall grade point average for all undergraduate coursework; a 3.00 grade point average in the applicant’s undergraduate major; satisfactory scores on the Graduate Record Examination (GRE); recommendations from professors, employers, or supervisors attesting to the applicant’s potential as a graduate student; and a letter of intent to pursue the graduate degree which includes a statement of the applicant’s professional goals and application rationale. Additionally, official transcripts of all previous higher education coursework from regionally accredited institutions must be provided in a sealed envelop and sent directly from the institution.

Professional Code of Ethics

Advanced candidates are expected to abide by the Professional Code of Ethics for Kentucky School Certified Personnel in coursework, practicum experiences, and as teachers of record. Candidates are engaged in Code of Ethics discussions in their initial core courses (LITR 621, EDUG 644, and EDUG 672), particularly with respect to action research using P-12 students, non-discriminatory treatment of students, and leadership skills development in working with families and colleagues. Advanced candidates are introduced to AFTSE dispositions and appropriate professional behavior and how both integrate with the Code of Ethics in EDUG 644 as they complete the Dispositions Self-Assessment and Professional Growth plan, with follow-up in LITR 622, LITR 630, and in LITR 670, the final practicum experience.
V. Specialized Program Content Required for this Endorsement:
Literacy Specialist P-12

Courses and Experiences

EDUG 601 Research Methodology for School Leaders (3)
An introduction to the basic methods of research in education with primary emphasis on
large scale data analysis within classroom and school contexts as well as ethnographic
and evaluation methods. This course is designed to prepare school leaders to evaluate
research on P-12 student learning, including college readiness curricula and standards.
*This is a required course for candidates pursuing the MAEd with Literacy Specialist P-12
Endorsement (Rank II).*

EDUG 644 Teacher Leadership for Equity in Schools and Community [PRACTICUM 1] (3)
Focuses on characteristics of equitable schools for students, parents and communities as
well as specific teacher communication skills and leadership strategies to enhance parent
involvement. Teacher leader candidates will explore socio-economic, linguistic and
cultural factors that impact students, parents and families in the context of social justice
and equity. Field component required - focusing on strategies that create more just and
caring classrooms. *This is a required course for candidates pursuing the MAEd with
Literacy Specialist P-12 Endorsement (Rank II); as an endorsement to be added to a
previous certification; or as a Rank I.*

EDUG 672 Dynamic Teacher Leadership (3)
Designed to provide the teacher leader with a rationale for teacher leadership and an
understanding of the challenges and opportunities of the teacher leader role. Involves
exploration of the fundamental knowledge, skills, and dispositions to use a variety of
leadership styles; effective communication skills; the basic tenets of facilitation,
motivation and conflict resolution; and the processes of planning, coordination, and
monitoring strategies for effective teacher leadership. *This is a required course for
candidates pursuing the MAEd with Literacy Specialist P-12 Endorsement (Rank II).*

LITR 621 Literacy Assessment & Instruction – I [PRACTICUM 2] (3)
Evidence-based literacy assessment and instruction practices relative to teaching
emergent and developing readers in grades P-2. Areas of particular focus include
common core standards for early/emergent readers and writers, classroom assessment and
developmental teaching tactics, response to intervention strategies (RtI), and family
involvement. Other topics include linguistic development, phonological awareness,
phonics and other decoding skills, early emergent writing development, and reading
comprehension. Also included are methods for addressing the needs of English learners
(EL), selection of appropriate learning materials for diverse learners, grouping and class
management strategies. This course includes a supervised field practicum. *This is a
required course for candidates pursuing the MAEd with Literacy Specialist P-12
Endorsement (Rank II); as an endorsement to be added to a previous certification; or as
a Rank I.*
**LITR 622 Literacy Assessment & Instruction - II [PRACTICUM 3]** (3)
Evidence-based literacy assessment and instruction practices relative to teaching developing readers in grades 3-6. Areas of particular focus include relevant common core standards, comprehension development in core subject area texts (nonfiction), fluency development, and academic vocabulary expansion. Other topics explored include response to intervention strategies (RtI), family involvement methods for addressing the needs of English learners (EL), selection of appropriate learning materials for diverse learners, grouping and class management strategies. This course includes a supervised field practicum. Prerequisite: LITR 621. This is a required course for candidates pursuing the MAEd with Literacy Specialist P-12 Endorsement (Rank II); as an endorsement to be added to a previous certification; or as a Rank I.

**EDUG 673 Teacher Leadership for Communities of Practice [PRACTICUM 4]** (3)
Designed to provide the teacher leader with the fundamental knowledge and dispositions to utilize best practices in professional learning communities; the skills of coaching and mentoring for the improvement of student achievement; the characteristics of the change process to successfully lead school improvement projects; the tenets of good professional development, presentation skills, and job-embedded professional growth; and knowledge of the fundamental issues of school law and finance pertinent to the classroom teacher, school, and teacher leader. This is a required course for candidates pursuing the MAEd with Literacy Specialist P-12 Endorsement (Rank II); as an endorsement to be added to a previous certification; or as a Rank I.

**LITR 627 Teaching Writing: A Workshop Approach** (3)
This course will focus on how teachers can foster quality writing in their students by emphasizing how to establish and manage an effective writing classroom including how to write in many real-world genres. Additional emphasis will be on analyzing writing samples. This is a required course for candidates pursuing the MAEd with Literacy Specialist P-12 Endorsement (Rank II); as an endorsement to be added to a previous certification; or as a Rank I.

**LITR 645 Teacher Leadership Practices in Academic Literacy** (3)
Designed to deepen teacher leaders' skills in advanced reading processes related to teaching content area material and differentiation of literacy practices. Opportunities are provided to evaluate effective school-wide literacy practices and to develop diagnostic tools and skills for assessing, teaching, and coaching reading in specific content areas. This is a required course for candidates pursuing the MAEd with Literacy Specialist P-12 Endorsement (Rank II); as an endorsement to be added to a previous certification; or as a Rank I.

**LITR 630 21st Century Literacies & Technology** (3)
This course explores a range of 21st Century Literacies and the implications of these new literacies for school-based literacy education. It examines how digital technologies and new literacies can be integrated seamlessly into traditional approaches to literacy instruction thereby opening up a broader repertoire of literacy practices and pedagogies
for teachers and learners. Course topics include an exploration of the theoretical and practical foundations of literacy media as well as experiences with the production of new literacy media. This is a required course for candidates pursuing the MAEd with Literacy Specialist P-12 Endorsement (Rank II); as an endorsement to be added to a previous certification; or as a Rank I.

LITR 663 Advanced Diagnostics & Interventions for Struggling Learners (3)
Designed to produce professionals skilled in the administering and interpreting of diagnostic assessments to evaluate literacy learners’ strengths and weaknesses. Decision-making process of diagnosis, influences on outcomes of assessment as well as appropriate corrective and intervention instructional techniques will be examined. This is a required course for candidates pursuing the MAEd with Literacy Specialist P-12 Endorsement (Rank II); as an endorsement to be added to a previous certification; or as a Rank I.

EDUG 640 Individual Professional Development for Teacher Leadership: Second Language Learners (3)
A required course designed to provide candidates with job-embedded professional development opportunities with respect to Second Language Learners in alignment with individual candidate needs as they develop the knowledge, skills, and dispositions of a literacy leader. The course is intended to engage graduate students in exploring a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. It provides an overview of the historic and current trends and social issues affecting the education of language minority students. It also provides candidates with practical experience in the implementation of instructional strategies addressing the needs of a diverse student population. This is a required course for candidates pursuing the MAEd with Literacy Specialist P-12 Endorsement and Rank I Literacy Specialist P-12 Endorsement.

LITR 670 Clinical Practicum in Literacy Leadership [PRACTICUM 5 & CAPSTONE](3)
This course combines coursework and a supervised practicum experience designed to provide the opportunity to refine intervention skills in a clinical or classroom setting. This course focuses on developing the candidate as a professional literacy leader including opportunities to develop curricula and guide others in the design and implementation of a reading plan. (Prerequisites: GPA of 3.67 in literacy coursework; successful completion of required assessments and faculty approval.) This is a required course for candidates pursuing the MAEd with Literacy Specialist P-12 Endorsement (Rank II); as an endorsement to be added to a previous certification; or as a Rank I.
A. Alignment of the Four Areas of Literacy

This program addresses the four areas of literacy: reading, writing, speaking, and listening in the following courses:

<table>
<thead>
<tr>
<th>Areas of Literacy</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Reading</td>
<td>LITR 621, LITR 622, LITR 627, LITR 630, LITR 645, LITR 663</td>
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<tr>
<td>Writing</td>
<td>LITR 621, LITR 622, LITR 627, LITR 630</td>
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<tr>
<td>Speaking</td>
<td>LITR 621, LITR 622, LITR 627, LITR 630, LITR 645</td>
</tr>
<tr>
<td>Listening</td>
<td>LITR 621, LITR 622, LITR 627, LITR 630, LITR 645</td>
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B. Alignment of IRA Standards for Reading Professionals

The appropriate IRA Standards for Reading Professionals are integrated and assessed throughout the program. Course assessments within the program have been designed to align with the IRA Standards as follows:

<table>
<thead>
<tr>
<th>IRA Standards and Elements</th>
<th>Course Assessment, Course Number, and Corresponding Page Number in the Syllabus</th>
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<tbody>
<tr>
<td>Reading Specialist/Literacy Coach</td>
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<tr>
<td>Standard 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</td>
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</table>
| 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. | EDUG 601 Research Proposal pg. 39  
LITR 621 Early Literacy Analysis Paper and Classroom Action Plans pg. 92  
LITR 622: Literacy Action Research Project and Classroom Action Plans pg. 100-101  
LITR 627: Writing Theory Analysis Paper and Standards Based Unit on a Genre/Form of Writing pg. 109-110  
LITR 670 Capstone Project pg. 144|
| • Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. |  |
| • Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests). |  EDUG 644 Equitable Classroom Characteristics pg. 60  
LITR 621 Classroom Action Plan #1 pg. 92  |
| • Demonstrate a critical stance toward the scholarship of the profession. |  EDUG 601 Research Proposal pg. 39  
LITR 622 Literacy Action Research Project pg. 100  |
<table>
<thead>
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<td>EDUC 601 Research Proposal pg. 39</td>
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<tr>
<td>LITR 621 Early Literacy Analysis Paper pg. 92</td>
</tr>
<tr>
<td>LITR 670 Big “5” Literature Review and Capstone Project pg. 143 &amp; 144</td>
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</table>

- **1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.**
  - Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
  - Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
  - Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.
  - Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.
  - Model fair-mindedness, empathy, and ethical

- **1.3: Understand the role of professional**
  - Model fair-mindedness, empathy, and ethical

| EDUG 640 Mediated Forum Discussions pg.50 |
| LITR 622 Literacy Action Research Project pg. 101 |
| LITR 627: Writing Theory Analysis Paper and Standards Based Unit on a Genre/Form of Writing pg. 109-110 |
| LITR 670 Big “5” Literature Review pg. 143 |

| EDUG 601 Research Proposal pg. 39 |
| LITR 621/622: Classroom Action Plans pg. 92 & 100 |
| LITR 670 Big “5” Literature Review and Capstone Project pg. 143-144 |

<p>| EDUG 644/670 Professional Growth Plan |</p>
<table>
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<tr>
<td><strong>Reading Specialist/Literacy Coach</strong></td>
<td><strong>Dispositions Institutional-Assessment pg. 64</strong></td>
</tr>
<tr>
<td>judgment and practical knowledge for improving all students’ reading development and achievement.</td>
<td>LITR 621/622 Classroom Actions Plans pg. 92 &amp; 100</td>
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<tr>
<td>behavior when teaching students and working with other professionals.</td>
<td>LITR 645 Classroom Actions Plans pg. 127</td>
</tr>
<tr>
<td>● Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</td>
<td>EDUG 672 Lead A Team pg. 70</td>
</tr>
<tr>
<td><strong>Standard 2: Curriculum and Instruction – Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</strong></td>
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<tr>
<td>2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</td>
<td><strong>EDUG 601 Research Proposal pg. 39</strong></td>
</tr>
<tr>
<td>● Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all pre-K-12 students.</td>
<td>LITR 621 Early Literacy Analysis Paper and Classroom Action Plans pg. 92</td>
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<tr>
<td></td>
<td>LITR 622: Literacy Action Research Project and Classroom Action Plans pg. 100-101</td>
</tr>
<tr>
<td></td>
<td>LITR 627: Writing Theory Analysis Paper pg. 110</td>
</tr>
<tr>
<td></td>
<td>LITR 670 Big “5” Literature Review and Capstone Project pg. 143-144</td>
</tr>
<tr>
<td>● Develop and implement the curriculum to meet the specific needs of students who struggle with reading.</td>
<td>LITR 621/622 Classroom Actions Plans pg. 92 &amp; 100</td>
</tr>
<tr>
<td></td>
<td>LITR 627 Standards Based Unit on a Genre/Form of Writing pg. 109</td>
</tr>
<tr>
<td></td>
<td>LITR 645 Classroom Actions Plans pg. 127</td>
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<td>EDUG 644 Assessment Profile pg. 60</td>
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<tr>
<td>IRA Standards and Elements</td>
<td>Reading Specialist/Literacy Coach</td>
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<tr>
<td><strong>2.2:</strong> Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define <em>reading</em> as including word recognition, language comprehension, and strategic knowledge (see the <em>Glossary</em> for their definition of <em>cognitive model of reading</em>).]</td>
<td>- Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.</td>
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<td>- Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K-12.</td>
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<td>- Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.</td>
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<tr>
<td></td>
<td>- Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.</td>
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<td>- Support classroom teachers and education support personnel to implement instructional approaches for</td>
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<p>| | | LITR 621/622 Classroom Actions Plans pg. 92 &amp; 100 |
| | | LITR 622 Literacy Action Research Project pg. 101 |
| | | LITR 627 Writing Strategy Demonstrations and Standards Based Unit on a Genre/Form of Writing pg. 109-110 |
| | | LITR 645 Classroom Actions Plans pg. 127 |
| | | EDUG 644 Assessment Profile pg. 60 |
| | | LITR 663 Diagnostic Reading Case Study pg. 137 |
| | | LITR 622 Literacy Action Research Project pg. 101 |</p>
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<tr>
<td>all students.</td>
<td></td>
<td>LITR 645 Adolescent Literacy Leadership Improvement Plan pg. 127</td>
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<tr>
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<td></td>
<td>EDUG 673 Leadership in School Improvement Through Professional Development pg. 81</td>
</tr>
<tr>
<td>• As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.</td>
<td></td>
<td>LITR 621/622 Classroom Actions Plans pg. 92 &amp; 100</td>
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<td>LITR 627 Writing Strategy Modeling Demonstration and Standards Based Unit on a Genre/Form of Writing pg. 109-110</td>
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<td>EDUG 644 Assessment Profile pg. 60</td>
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<td></td>
<td>EDUG 640 Instructional Projects pg. 51</td>
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<tr>
<td>2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</td>
<td></td>
<td>LITR 630 Analysis Paper on New Media Literacies pg. 118</td>
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<tr>
<td>• Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.</td>
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<tr>
<td>• Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.</td>
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<tr>
<td>• Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.</td>
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<td>IRA Standards and Elements</td>
<td>Course Assessment, Course Number, and Corresponding Page Number in the Syllabus</td>
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<tr>
<td>Reading Specialist/Literacy Coach</td>
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**Standard 3: Assessment and Evaluation** – Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

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<tr>
<td><strong>3.1: Understand types of assessments and their purposes, strengths, and limitations.</strong></td>
<td><strong>3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</strong></td>
</tr>
<tr>
<td>- Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.</td>
<td>- Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.</td>
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</tbody>
</table>
| - Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring and measuring outcomes. | | LITR 621/622 Classroom Actions Plans pg. 92 & 100  
LITR 622 Literacy Action Research Project pg. 101  
LITR 644 Assessment Profile pg. 60  
LITR 663 Diagnostic Reading Case Study pg. 137 | |
| - Recognize the basic technical adequacy of assessments (e.g., reliability content, and construct validity). | - Explain district and state assessment frameworks, proficiency standards, and student benchmarks. |
| LITR 663 Diagnostic Reading Case Study pg. 137 | | LITR 621/622 Classroom Actions Plans pg. 92 & 100  
LITR 627 Writing Strategy Modeling Demonstration and Standards Based Unit on a Genre/Form of Writing pg. 109-110 | |
| | | LITR 644 Assessment Profile pg. 60  
LITR 645 Content Literacy Assessment pg. 127 | |
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<th>IRA Standards and Elements</th>
<th>Course Assessment, Course Number, and Corresponding Page Number in the Syllabus</th>
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<tr>
<td>Reading Specialist/Literacy Coach</td>
<td>LITR 663 Diagnostic Reading Case Study pg. 137</td>
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<tr>
<td><strong>• Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.</strong></td>
<td>LITR 621/622 Classroom Actions Plans pg. 92 &amp; 100</td>
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<td>LITR 663 Diagnostic Reading Case Study pg. 137</td>
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<td>LITR 670 Capstone Project pg. 144</td>
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<tr>
<td><strong>• Lead schoolwide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.</strong></td>
<td>EDUG 672 Leadership Initiative pg. 70</td>
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<td></td>
<td>LITR 670 Capstone Project pg. 144</td>
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<tr>
<td><strong>3.3: Use assessment information to plan and evaluate instruction.</strong></td>
<td>LITR 621/622 Classroom Actions Plans pg. 92 &amp; 100</td>
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<td></td>
<td>LITR 622 Literacy Action Research Project pg. 101</td>
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<td>LITR 644 Assessment Profile pg. 60</td>
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<td></td>
<td>LITR 645 Content Literacy Assessment pg. 127</td>
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<tr>
<td></td>
<td>LITR 663 Diagnostic Reading Case Study pg. 137</td>
</tr>
<tr>
<td><strong>• Use multiple data sources to analyze individual readers’ performance and to plan instruction and intervention.</strong></td>
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<tr>
<td><strong>• Analyze and use assessment data to examine the effectiveness of specific intervention practices and students’ responses to instruction.</strong></td>
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<td>IRA Standards and Elements</td>
<td>Reading Specialist/Literacy Coach</td>
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| **3.4: Communicate assessment results and implications to a variety of audiences.** | • Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.  
• Plan and evaluate professional development initiatives using assessment data. | LITR 645 Adolescent Literacy Leadership Improvement Plan pg. 127  
EDUG 672 Lead A Team and Leadership Initiative pg. 70  
EDUG 673 Leadership in School Improvement Through Professional Development pg. 81  
LITR 670 Capstone Project pg. 144 |

| **Standard 4: Diversity – Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.** | • Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.  
• Demonstrate the ability to communicate results of assessments to various audiences. | LITR 622 Literacy Action Research Project pg. 101  
LITR 663 Diagnostic Reading Case Study pg. 137 and Parent Conference pg. 133 |

| **4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]** | • Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.  
• Assist teachers in developing reading and writing instruction that is responsive to diversity. | LITR 621/622 Classroom Actions Plans pg. 92 & 100  
LITR 621 Early Literacy Analysis Paper pg. 92  
LITR 627 Writing Strategy Modeling Demonstration and Standards Based Unit on a Genre/Form of Writing pg. 109-110  
EDUG 644 School Profile pg. 59 |

<p>| <strong>4.2: Apply knowledge of specific styles and strategies that meet the needs of diverse learners and support learning to read and write.</strong> |  |  |
| <strong>5.1: Collaborate with teachers and families to develop literacy plans for students.</strong> |  |  |</p>
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<th>IRA Standards and Elements</th>
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<th>Course Assessment, Course Number, and Corresponding Page Number in the Syllabus</th>
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<td>Reading Specialist/Literacy Coach</td>
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<td>on a Genre/Form of Writing pg. 109-110</td>
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<td>LITR 630 Lesson Plan pg. 119</td>
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<td>LITR 645 Content Literacy Assessment pg. 127</td>
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<td>EDUG 640 TV Project and Instructional Projects pg. 50-51</td>
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<td>EDUG 644 School Profile, ‘Ism’ Paper and Professional Development pg. 59-60</td>
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<td>LITR 621/622 Classroom Actions Plans pg. 92 &amp; 100</td>
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<td>LITR 645 Classroom Action Plans pg. 127</td>
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<td>EDUG 644 Equitable Classroom Characteristics pg. 60</td>
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<td>EDUG 672 Complete Self Assessments of Leadership Style and Capacity pg. 70</td>
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<td>LITR 621/622 Classroom Actions Plans pg. 92 &amp; 100</td>
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<td>LITR 627 Writing Strategy Demonstrations and Standards Based Unit on a Genre/Form of Writing pg. 109-110</td>
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- Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.
- Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

- Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
- Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.
- Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds.
- Collaborate with others to build strong home-to-school and school-to-home literacy connections.
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<th>IRA Standards and Elements</th>
<th>Course Assessment, Course Number, and Corresponding Page Number in the Syllabus</th>
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<tr>
<td>Reading Specialist/Literacy Coach</td>
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<tr>
<td>• Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.</td>
<td>EDUG 644 School Profile, ‘Ism’ Paper and Professional Development pg. 59-60</td>
</tr>
</tbody>
</table>

4.3: Develop and implement strategies to advocate for equity.

• Provide students with linguistic, academic, and cultural experiences that link their communities with the school. | EDUG 640 Instructional Projects pg. 51 |

• Advocate for change in societal practices and institutional structures that are inherently biased or prejudices against certain groups. | EDUG 644 ‘Ism’ Paper and Professional Development pg. 60 |

• Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. |

• Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy. | LITR 621/622 Classroom Actions Plans pg. 92 & 100 |

| EDUG 644 School Profile, ‘Ism’ Paper and Professional Development pg. 59-60 |

Standard 5: Literate Environment – Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

• Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. | LITR 621/622 Classroom Actions Plans pg. 92 & 100 |

• Modify the arrangement to accommodate students’ changing needs. |

LITR 627 Writing Strategy Modeling Demonstration and Standards Based Unit on a Genre/Form of Writing pg. 109-110 |

LITR 630 Lesson Plan pg. 119 |

LITR 645 Classroom Actions Plans pg. 127 |

5.2: Design a social environment that is low risk and includes choice, motivation, and...

• Create supportive social environments for all students, especially those who struggle with reading.
### IRA Standards and Elements

**Reading Specialist/Literacy Coach**

- Scaffolded support to optimize students’ opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

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<th>Course Assessment, Course Number, and Corresponding Page Number in the Syllabus</th>
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<tr>
<td>EDUG 673 Define and Lead Professional Learning Community (PLC) pg. 77</td>
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<tr>
<td>EDUG 673 Leadership in School Improvement Through Professional Development pg. 81</td>
</tr>
<tr>
<td>LITR 645 Adolescent Literacy Leadership Improvement Plan pg. 127</td>
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<tr>
<td>LITR 670 Capstone Project pg. 144</td>
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</tbody>
</table>

- Model for and support teachers and other professionals in doing the same for all students.

  - Create supportive environments where English learners are encouraged and given many opportunities to use English.

| LITR 621/622 Classroom Actions Plans pg. 92 & 100 |
| LITR 627 Writing Strategy Modeling Demonstration and Standards Based Unit on a Genre/Form of Writing pg. 109-110 |
| EDUG 640 Instructional Projects pg. 51 |

- Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

  - Create effective routines for all students, especially those who struggle with reading and writing.

  - Support teachers in doing the same for all readers.

| LITR 621/622 Classroom Actions Plans pg. 92 & 100 |
| LITR 627 Writing Strategy Modeling Demonstration and Standards Based Unit on a Genre/Form of Writing pg. 109-110 |
| LITR 630 Lesson Plan pg. 119 |
| LITR 645 Classroom Actions Plans pg. 127 |

- Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

<p>| LITR 621/622 Classroom Actions Plans pg. 92 &amp; 100 |</p>
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<th>IRA Standards and Elements</th>
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<td>Reading Specialist/Literacy Coach</td>
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<tr>
<td>- Support teachers in doing the same for all students.</td>
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<td>EDUG 644 Assessment Profile pg. 60 LITR 663 Diagnostic Reading Case Study pg. 137</td>
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</table>

**Standard 6: Professional Learning and Leadership – Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.**

**6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.**

- Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.
- Use knowledge of students and teachers to build effective professional development programs.
- Use the research base to assist in building an effective, schoolwide professional development program.

**6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]**

- Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.
- Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
- Join and participate in professional literacy

**EDUG 673 Define and Lead Professional Learning Community (PLC) pg. 77**
**EDUG 673 Demonstrate Knowledge and Skills for Mentoring and Coaching pg. 98**
**EDUG 672 Lead A Team and Leadership Initiative pg. 70**
**EDUG 673 Leadership in School Improvement Through Professional Development pg. 81**
**LITR 645 Adolescent Literacy Leadership Improvement Plan pg. 127**
**LITR 670 Capstone Project pg. 144**
**LITR 670/622 Classroom Actions Plans pg. 92 & 100**
**LITR 645 Adolescent Literacy Leadership Improvement Plan pg. 127**
**LITR 670 Capstone Project pg. 144**
**LITR 622 Professional Organization**
| IRA Standards and Elements  
Reading Specialist/Literacy Coach |  
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<tr>
<td><strong>organizations, symposia, conferences, and workshops.</strong></td>
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<td>Participation pg. 101</td>
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<tr>
<td>• Demonstrate effective interpersonal, communication, and leadership skills.</td>
<td>EDUG 673 Define and Lead Professional Learning Community (PLC) pg. 77</td>
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<td></td>
<td>EDUG 673 Demonstrate Knowledge and Skills for Mentoring and Coaching pg. 77</td>
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<td>EDUG 673 Leadership in School Improvement Through Professional Development pg. 81</td>
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<tr>
<td>• Demonstrate effective use of technology for improving student learning.</td>
<td>LITR 630 Collaborative Multi-Media Project and Lesson Plan pg. 118-119</td>
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<td>LITR 645 Adolescent Literacy Leadership Improvement Plan pg. 127</td>
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<td>LITR 670 Capstone Project pg. 144</td>
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<tr>
<td>6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</td>
<td>EDUG 673 Define and Lead Professional Learning Community (PLC) pg. 77</td>
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<td></td>
<td>EDUG 673 Demonstrate Knowledge and Skills for Mentoring and Coaching pg. 77</td>
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<td>EDUG 672 Lead A Team and Leadership Initiative pg. 70</td>
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<td>EDUG 673 Leadership in School Improvement Through Professional Development pg. 81</td>
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<td>• Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, coplanning, coteaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).</td>
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<td>EDUG 673 Define and Lead Professional Learning Community (PLC) pg. 77</td>
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<td>• Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.</td>
<td>LITR 630 Collaborative Multimedia</td>
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<td>IRA Standards and Elements</td>
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| Reading Specialist/Literacy Coach |  | Project pg. 118  
LITR 645 Adolescent Literacy Leadership Improvement Plan pg. 127  
LITR 670 Capstone Project pg. 144 |
| 6.4: Understand and influence local, state, or national policy decisions. |  | LITR 670 Policy Analysis Paper pg. 144  
EDUG 673 Leadership in School Improvement Through Professional Development pg. 81  
LITR 670 Capstone Project pg. 144 |
|  | Support teachers in their efforts to use technology in literacy assessment and instruction. |  |
|  | Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. |  |
|  | Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. |  |
|  | Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. |  |
|  | Advocate with various groups (e.g., administrators, schools boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction. |  |
### C. Alignment with Kentucky Core Academic Standards:

Courses within the program have been designed to align with the Kentucky Core Academic Standards (KCAS) and College and Career Readiness (CCR) Anchor Standards as follows:

<table>
<thead>
<tr>
<th>Courses</th>
<th>KCAS Reading Standards, Foundational Skills, K-5</th>
<th>CCR Anchor Standards for Reading, K-12</th>
<th>CCR Anchor Standards for Writing, K-12</th>
<th>CCR Anchor Standards for Speaking and Listening</th>
<th>CCR Anchor Standards for Language</th>
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<td>LITR 670</td>
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*LITR 621 utilizes a developmental perspective of literacy acquisition where teachers acquire knowledge of early literacy development in children in the areas of phonemic, phonological, and fluency, including the appropriate assessment of each. LITR 622 extends the concepts learned in LITR 621 to upper elementary and adolescents and focuses on vocabulary acquisition and comprehension. LITR 627 is a writing workshop course that focuses on effective strategies for the teaching of writing. LITR 645 provides the teacher with the underlying theory and methods for teaching the literacy of content specific subjects. As such, this course addresses standards for Reading, Language, Speaking and Listening, and Writing with a focus on grades 6-12 and particular attention.*
to the teaching of complex text. LITR 630 provides teachers with the specific skills and knowledge to implement instruction utilizing digital media. LITR 663 focuses on the use of advanced assessments to identify specific areas where students struggle with literacy acquisition, particularly in phonological acquisition, vocabulary, fluency, and comprehension. Standards addressed include those for reading, language, speaking, and listening. LITR 670 is a capstone course where teachers draw on the summative knowledge that they have acquired throughout their program’s study.
**Bellarmine University Curriculum Contract**  
*(Fall Start)*  
Annsley Frazier Thornton School of Education – Master of Arts in Education  
with Literacy Specialist P-12 Endorsement

Candidate: ___________________________  
ID # ____________________

**Program of Studies:** This contract states the requirements for all candidates seeking a Master of Arts degree in Education with a Literacy Specialist P-12 Endorsement.

**Admission Requirements:**
Candidates must have a baccalaureate degree from an accredited institution. They must have a valid teaching certificate and previous teaching experience. Admission requirements include: a 2.75 (on a 4.0 scale) overall grade point average for all undergraduate coursework; a 3.00 grade point average in the applicant’s undergraduate major; satisfactory scores on the Graduate Record Examination (GRE); recommendations from professors, employers, or supervisors attesting to the applicant’s potential as a graduate student; official transcripts of all previous higher education coursework; and a letter of intent to pursue the graduate degree which includes a statement of the applicant’s professional goals and application rationale.

**Transition Point 1 Requirements:** 12 credit hours

<table>
<thead>
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<td>EDUG 672</td>
<td>Dynamic Teacher Leadership¹</td>
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<td>EDUG 644</td>
<td>Teacher Leadership for Equity in Schools and the Community [Practicum 1] (TP1 #2, 3, 4, 5, 6)</td>
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<tr>
<td>LITR 621</td>
<td>Literacy Assessment &amp; Instruction – I [Practicum 2] (TP1 #7)</td>
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</tbody>
</table>

*All 7 Transition Point 1 requirements must be completed before moving to TP 2 coursework.*

**Transition Point 2 Requirements:** 12 credit hours²

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs.</th>
<th>Semester Comp.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITR 622</td>
<td>Literacy Assessment &amp; Instruction – II [Practicum 3]</td>
<td>3</td>
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<tr>
<td>LITR 630</td>
<td>21st Century Literacies &amp; Technology (TP2, #1 Anchor, #2, 3)</td>
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<tr>
<td>LITR 663</td>
<td>Advanced Diagnostics &amp; Interventions for Struggling Learners³ (TP2 #4 Anchor)</td>
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<td>EDUG 673</td>
<td>Teacher Leadership for Communities of Practice [Practicum 4] (TP2 #5 Anchor)</td>
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</table>

*All 7 Transition Point 2 requirements must be completed before moving to TP 3 coursework.*

**Transition Point 3 Requirements:** 12 credit hours³

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs.</th>
<th>Semester Comp.</th>
<th>Grade</th>
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<tbody>
<tr>
<td>LITR 645</td>
<td>Teacher Leadership Practices in Academic Literacy</td>
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<tr>
<td>EDUG 640</td>
<td>Individual Professional Development (P-12) for Teacher and Instructional Leadership: Second Language Learners</td>
<td>3</td>
<td></td>
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<tr>
<td>LITR 627</td>
<td>Teaching Writing: A Workshop Approach</td>
<td>3</td>
<td></td>
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<tr>
<td>LITR 670</td>
<td>Clinical Practicum in Literacy Leadership [Practicum 5 and Capstone] (Transition Point 3 #1, 2, 3, 4, 5)</td>
<td>3</td>
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<td></td>
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</tbody>
</table>

*All 6 Transition Point 3 requirements must be completed before exiting program*

NOTES:
¹EDUC 601 & 672 are taken concurrently.  
²Prerequisite is admittance to Transition Point 2.  
³Prerequisite is admittance to Transition Point 3.  
⁴Admission to LITR 670 requires completion of LITR 663 and EDUG 673 – exceptions require Chair approval.
Anchors & Forms for TP1
1. **Anchor Assessment**: Research Proposal (601)
2. Dispositions Self-Assessment (644)
3. Dispositions Institutional-Assessment (644)
4. Professional Growth Plan (644)
5. Kentucky Teacher Standards Self Assessment (644)
6. Technology Screening Computer Experience and NET*T Profile (644)
7. Literacy Instructional Knowledge Scale (LIKS) (621)

Anchors & Forms for TP2
1. **Anchor Assessment**: Collaborative Multimedia Project (630)
2. Dispositions Self-Assessment (630)
3. Professional Growth Plan (630)
4. **Anchor Assessment**: Diagnostic Reading Case Study (663)
5. **Anchor Assessment**: Leadership/Professional Development (673)

Anchors & Forms for TP3 – End of Program
1. Dispositions Self-Assessment (670)
2. Professional Growth Plan (670)
3. Dispositions Institutional Assessment (670)
4. **Anchor Assessment**: LITR 670 Practicum Capstone (670)
5. Literacy Instructional Knowledge Scale (LIKS) (670)

Exit Requirements for MA with Literacy Specialist P-12 Endorsement
1. Minimum GPA of 3.67 in all literacy related coursework
2. Successful completion of Supervised Practicum and exit interview

All students seeking a Master’s degree must maintain a 3.0 GPA throughout the Master’s program and successfully complete a LITR 670. To receive the Literacy Specialist (P-12) endorsement, students must maintain a minimum of 3.67 in all literacy related coursework, successfully pass the supervised practicum (LITR 670), exit interview, and receive a qualifying score of 520 on the Reading Specialist Praxis II test (0300). *Praxis test requirements are subject to change; contact KY Education Professional Standards Board (EPSB) for current testing requirements at www.epsb.ky.gov/.

Any changes to this contract must meet the curriculum guidelines for the certification sought and be approved by the MAED Program Chair for Literacy in the Bellarmine University School of Education.

Course Sequence

<table>
<thead>
<tr>
<th>FALL</th>
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<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<td>LITR 622</td>
<td>EDUG 673</td>
<td>LITR 645</td>
<td>LITR 670</td>
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<tr>
<td>EDUG 672</td>
<td>EDUG 644</td>
<td>LITR 630 (req)</td>
<td>LITR 663</td>
<td>EDUG 640</td>
<td>LITR 627 (if needed)</td>
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<tbody>
<tr>
<td>TP 1 - May</td>
<td>TP 2 - Dec</td>
<td>TP 3 - Aug</td>
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</table>

Candidate’s Signature
Date

Graduate Advisor’s Signature
Date
Bellarmine University Curriculum Contract  
(Summer Start)  
Annsley Frazier Thornton School of Education – Master of Arts in Education with Literacy Specialist P-12 Endorsement

Candidate: _______________________________  ID #_____________________

Program of Studies: This contract states the requirements for all candidates seeking a Master of Arts degree in Education with a Literacy Specialist P-12 Endorsement.

Admission Requirements: 
Candidates must have a baccalaureate degree from an accredited institution. They must have a valid teaching certificate and previous teaching experience. Admission requirements include: a 2.75 (on a 4.0 scale) overall grade point average for all undergraduate coursework; a 3.00 grade point average in the applicant’s undergraduate major; satisfactory scores on the Graduate Record Examination (GRE); recommendations from professors, employers, or supervisors attesting to the applicant’s potential as a graduate student; official transcripts of all previous higher education course work; and a letter of intent to pursue the graduate degree which includes a statement of the applicant’s professional goals and application rationale.

Transition Point 1 Requirements: 12 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs.</th>
<th>Semester Comp.</th>
<th>Grade</th>
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<tbody>
<tr>
<td>EDUG 601</td>
<td>Research Methodology for School Leaders¹ (TP1 #1 Anchor)</td>
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<tr>
<td>EDUG 672</td>
<td>Dynamic Teacher Leadership¹</td>
<td>3</td>
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<tr>
<td>EDUG 644</td>
<td>Teacher Leadership for Equity in Schools and the Community [Practicum 1] (TP1 #2, 3, 4, 5, 6)</td>
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<tr>
<td>LITR 621</td>
<td>Literacy Assessment &amp; Instruction – I [Practicum 2] (TP1 #7)</td>
<td>3</td>
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All 7 Transition Point 1 requirements must be completed before moving to Transition Point 2 coursework

Transition Point 2 Requirements: 12 credit hours²

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hrs.</th>
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<th>Grade</th>
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<tr>
<td>LITR 622</td>
<td>Literacy Assessment &amp; Instruction – II [Practicum 3]</td>
<td>3</td>
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<td></td>
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<tr>
<td>LITR 627</td>
<td>Teaching Writing: A Workshop Approach</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITR 630</td>
<td>21st Century Literacies &amp; Technology (TP2 #1 Anchor, #2,3)</td>
<td>3</td>
<td></td>
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<tr>
<td>LITR 645</td>
<td>Teacher Leadership Practices in Academic Literacy</td>
<td>3</td>
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</table>

All 7 Transition Point 2 requirements must be completed before moving to Transition Point 3 coursework

Transitions Point 3 Requirements: 12 credit hours³

<table>
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<tr>
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<tr>
<td>LITR 663</td>
<td>Advanced Diagnostics &amp; Interventions for Struggling Learners³ (TP3 #1 Anchor)</td>
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<td>EDUG 640</td>
<td>Individual Professional Development (P-12) for Teacher and Instructional Leadership: Second Language Learners [Practicum 4] (TP3 #2 Anchor)</td>
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<tr>
<td>EDUG 673</td>
<td>Teacher Leadership for Communities of Practice [Practicum 4] (TP3 #2 Anchor)</td>
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<tr>
<td>LITR 670</td>
<td>Clinical Practicum in Literacy Leadership [Practicum 5 and Capstone] (Transition Point 3 #3,4,5,6,7)</td>
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</table>

All 6 Transition Point 3 requirements must be completed before exiting program

NOTES:
1EDUC 601 & 672 are taken concurrently. ²Prerequisite is admittance to Transition Point 2. ³Prerequisite is admittance to Transition Point 3.
4Admission to LITR 670 requires completion of LITR 663 and EDUG 673 - exceptions require Chair approval.
Anchor & Forms for TP1
1. Anchor Assessment: Research Proposal (601)  
2. Dispositions Self-Assessment (644)  
3. Dispositions Institutional-Assessment (644)  
4. Professional Growth Plan (644)  
5. Kentucky Teacher Standards Self Assessment (644)  
6. Technology Screening Computer Experience and NET*T Profile (644)  
7. Literacy Instructional Knowledge Scale (LIKS) (621)  

Completed

Anchor & Forms for TP2
1. Anchor Assessment: Collaborative Multimedia Project (630)  
2. Dispositions Self-Assessment (630)  
3. Professional Growth Plan (630)  

Completed

Anchor & Forms for TP3 – End of Program
1. Anchor Assessment: Diagnostic Reading Case Study (663)  
2. Anchor Assessment: Leadership/Professional Development (673)  
3. Dispositions Self-Assessment (670)  
4. Dispositions Institutional Assessment (670)  
5. Professional Growth Plan (670)  
6. Anchor Assessment: LITR 670 Practicum Capstone (670)  
7. Literacy Instructional Knowledge Scale (LIKS) (670)  

Completed

Exit Requirements for MA with Literacy Specialist P-12 Endorsement
1. Minimum GPA of 3.67 in all literacy related coursework  
2. Successful completion of Supervised Practicum and exit interview

All students seeking a Master’s degree must maintain a 3.0 GPA throughout the Master’s program and successfully complete LITR 670. To receive the Literacy Specialist (P-12) endorsement, students must maintain a minimum of 3.67 in all literacy related coursework, successfully pass the supervised practicum (LITR 670), exit interview, and receive a qualifying score of 520 on the Reading Specialist Praxis II test (0300). *Praxis test requirements are subject to change; contact KY Education Professional Standards Board (EPSB) for current testing requirements at www.epsb.ky.gov/.

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Course Sequence

<table>
<thead>
<tr>
<th>SUMMER</th>
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<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
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<td>EDUG 601</td>
<td>LITR 621</td>
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<td>EDUG 672</td>
<td>EDUG 644</td>
<td>LITR 645</td>
<td>LITR 630</td>
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<td>LITR 670</td>
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<tr>
<td>TP 1 - Dec</td>
<td>TP 2 - Aug</td>
<td>TP 3 - May</td>
<td></td>
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</tbody>
</table>

Candidate’s Signature  
Date

Graduate Advisor’s Signature  
Date
I. Program of Studies: This contract states the requirements for all candidates seeking a Literacy Specialist P-12 Endorsement leading to a Rank I.

I. Graduate Core Requirements: 6 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
<th>Semester Comp.</th>
<th>Grade</th>
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<td>EDUG 644</td>
<td>Teacher Leadership for Equity in Schools and the Community</td>
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<tr>
<td>LITR 621</td>
<td>Literacy Assessment &amp; Instruction – I [Practicum 1] (TP1 #1)</td>
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TP1: Anchors and Forms
1. Literacy Instructional Knowledge Scale (LIKS) (621)
2. Dispositions Self-Assessment (644)
3. Dispositions Institutional-Assessment (644)
4. Professional Growth Plan (644)
5. Kentucky Teacher Standards Self Assessment (644)
6. Technology Screening Computer Experience and NET*T Profile (644)

Advisor Signature for TP1:_______________________ Date _____________

II. Specialization Requirements: 24 credit hours¹

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<th>Semester Comp.</th>
<th>Grade</th>
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<tbody>
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<td>Literacy Assessment &amp; Instruction – II [Practicum 3]</td>
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<tr>
<td>EDUG 673</td>
<td>Teacher Leadership for Communities of Practice [Practicum 4] (TP2 #1 Anchor)</td>
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<td>LITR 627</td>
<td>Teaching Writing: A Workshop Approach</td>
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<tr>
<td>LITR 630</td>
<td>21st Century Literacies &amp; Technology (TP2, #2 Anchor, #2, 3)</td>
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<tr>
<td>LITR 645</td>
<td>Teacher Leadership Practices in Academic Literacy</td>
<td>3</td>
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<td>LITR 663</td>
<td>Advanced Diagnostics &amp; Interventions for Struggling Learners³ (TP2 #5 Anchor)</td>
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<thead>
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<td>1. Anchor Assessment: Leadership in School Improvement Through Professional Development (673)</td>
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<td>2. Anchor Assessment: Collaborative Multimedia Project (630)</td>
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<tr>
<td>3. Dispositions Self-Assessment(630)</td>
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<td>4. Professional Growth Plan (630)</td>
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<td>5. Anchor Assessment: Diagnostic Reading Case Study (663)</td>
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Advisor Signature for TP2:_______________________ Date _____________

EDUG 640 Instructional Leadership: Second Language Learners 3
LITR 670 Clinical Practicum in Literacy Leadership [Practicum 5 and Capstone] (Transition Point 3 #1, 2, 3, 4, 5)

NOTES:
¹Prerequisite is admittance to Transition Point 2. ²Prerequisite is admittance to Transition Point 3. ³Admission to LITR 670 requires completion of LITR 622, 630, 645, 663
Exit Requirements for Literacy Specialist P-12 Endorsement

1. Minimum GPA of 3.67 in all literacy related coursework
2. Successful completion of Supervised Practicum and exit interview

To receive the Literacy Specialist (P-12) endorsement, students must maintain a minimum of 3.67 in all literacy related coursework, successfully pass the supervised practicum (LITR 670), exit interview, and receive a qualifying score of 520 on the Reading Specialist Praxis II test (0300).

*Praxis test requirements are subject to change; contact KY Education Professional Standards Board (EPSB) for current testing requirements at www.epsb.ky.gov/.

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I understand that I must satisfy these requirements successfully to receive a Literacy Specialist P-12 Endorsement.

____________________________    __________
Candidate’s Signature                          Date

____________________________    __________
Advisor’s Signature                          Date

Entrance Requirements: Valid professional teaching certificate; professional development plan; recommendations (2); GRE; TOEFL or related measure of English proficiency if applicable; official transcripts of all undergraduate and graduate credits from accredited institution.

Course Sequence – Fall Start

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<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
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<tr>
<td>LITR 621</td>
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<td>LITR 627</td>
<td>EDUG 673</td>
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<td>EDUG 644</td>
<td>LITR 645</td>
<td>LITR 630</td>
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Course Sequence – Summer Start

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<th>SUMMER</th>
<th>FALL</th>
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<tr>
<td>EDUG 644</td>
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<td>TP 1 - Dec</td>
<td>TP 2 - Aug</td>
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<td>TP 3 - Dec</td>
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</tbody>
</table>

*Can be taken spring or summer.
Bellarmine University Curriculum Contract  
Annsley Frazier Thornton School of Education  
Literacy Specialist P-12 Endorsement

Candidate: ___________________________________________  ID #_____________________

I. Program of Studies: This contract states the requirements for all candidates seeking a Literacy Specialist P-12 Endorsement.

I. Graduate Core Requirements: 6 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
<th>Semester Comp.</th>
<th>Grade</th>
</tr>
</thead>
</table>
| EDUG 644 | Teacher Leadership for Equity in Schools and the Community  
[Practicum 1] (TP1 #2, 3, 4, 5, 6) | 3   |                |       |
| LITR 621 | Literacy Assessment & Instruction – I  
[Practicum 2] (TP1 #1) | 3   |                |       |

TP1: Anchors and Forms
1. Literacy Instructional Knowledge Scale (LIKS) (621)
2. Dispositions Self-Assessment (644)
3. Dispositions Institutional-Assessment (644)
4. Professional Growth Plan (644)
5. Kentucky Teacher Standards Self Assessment (644)
6. Technology Screening Computer Experience and NET*T Profile (644)

Advisor Signature for TP1:_______________________  Date  _________________

II. Specialization Requirements: 21 credit hours

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hrs</th>
<th>Semester Comp.</th>
<th>Grade</th>
</tr>
</thead>
</table>
| LITR 622 | Literacy Assessment & Instruction – II  
[Practicum 3] | 3   |                |       |
| EDUG 673 | Teacher Leadership for Communities of Practice  
[Practicum 4] (TP2 #1 Anchor) | 3   |                |       |
| LITR 627 | Teaching Writing: A Workshop Approach | 3   |                |       |
| LITR 630 | 21st Century Literacies & Technology  
(TP2, #2 Anchor, #2, 3) | 3   |                |       |
| LITR 645 | Teacher Leadership Practices in Academic Literacy | 3   |                |       |
| LITR 663 | Advanced Diagnostics & Interventions for Struggling Learners³  
(TP2 #5 Anchor) | 3   |                |       |

TP2: Anchors and Forms
1. Anchor Assessment: Leadership in School Improvement Through Professional Development (673)
2. Anchor Assessment: Collaborative Multimedia Project (630)
3. Dispositions Self-Assessment(630)
4. Professional Growth Plan (630)
5. Anchor Assessment: Diagnostic Reading Case Study (663)

Advisor Signature for TP2:_______________________  Date  _________________

LITR 670  Clinical Practicum in Literacy Leadership  
[Practicum 5 and Capstone] (Transition Point 3 #1, 2, 3, 4, 5) | 3   |                |       |

NOTES:
¹Prerequisite is admittance to Transition Point 2.  ²Prerequisite is admittance to Transition Point 3.  ³Admission to LITR 670 requires completion of LITR 622, 630, 645, 663
<table>
<thead>
<tr>
<th>TP3 Anchors &amp; Forms – End of Program</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dispositions Self-Assessment (670)</td>
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</tr>
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<td>2. Professional Growth Plan (670)</td>
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<td>3. Dispositions Institutional Assessment (670)</td>
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<tr>
<td>4. Anchor Assessment: LITR 670 Practicum Capstone (670)</td>
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<tr>
<td>5. Literacy Instructional Knowledge Scale (LIKS) (670)</td>
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</tbody>
</table>

Advisor Signature for TP3: _________________________  Date  __________

Exit Requirements for Literacy Specialist P-12 Endorsement

1. Minimum GPA of 3.67 in all literacy related coursework
2. Successful completion of Supervised Practicum and exit interview

To receive the Literacy Specialist (P-12) endorsement, students must maintain a minimum of 3.67 in all literacy related coursework, successfully pass the supervised practicum (LITR 670), exit interview, and receive a qualifying score of 520 on the Reading Specialist Praxis II test (0300).

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I understand that I must satisfy these requirements successfully to receive a Literacy Specialist P-12 Endorsement.

_________________________  __________
Candidate’s Signature  Date

_________________________  __________
Advisor’s Signature  Date

Entrance Requirements: Valid professional teaching certificate; professional development plan; recommendations (2); GRE; TOEFL or related measure of English proficiency if applicable; official transcripts of all undergraduate and graduate credits from accredited institution.

Course Sequence – Fall Start

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITR 621</td>
<td>LITR 622</td>
<td>LITR 627</td>
<td>EDUG 673</td>
<td>EDUG 640</td>
</tr>
<tr>
<td>EDUG 644</td>
<td>LITR 645</td>
<td>LITR 630</td>
<td>LITR 663</td>
<td>LITR 670</td>
</tr>
<tr>
<td>TP 1 - Dec</td>
<td></td>
<td></td>
<td>TP 2 - Dec</td>
<td>TP 3 - May</td>
</tr>
</tbody>
</table>

Course Sequence – Summer Start

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 644</td>
<td>LITR 621</td>
<td>LITR 622</td>
<td>LITR 670</td>
<td>EDUG 673</td>
</tr>
<tr>
<td>LITR 627</td>
<td>LITR 663</td>
<td>LITR 645</td>
<td>LITR 630</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDUG 640*</td>
<td></td>
</tr>
<tr>
<td>TP 1 - Dec</td>
<td></td>
<td></td>
<td>TP 2 - Aug</td>
<td>TP 3 - Dec</td>
</tr>
</tbody>
</table>

*Can be taken spring or summer.
Bellarmine University
Annsley Frazier Thornton School of Education

Syllabus for EDUG 601: Research Methodology
Summer, 2011
3 Credit Hours

Theme: Educator as Reflective Learner

University Mission Statement
Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

Instructor: Dr. David D. Paige
Office: 318 Bellarmine Office Building (BOB), 2020 Newburg Road
Phone: 502.272.8153
E-mail: dpaige@belarmine.edu
Office Hours: Thursday, 3:30-4:30 pm, or by appointment (preferred)

Class Meeting Times: Thursday, 4:30 – 7:30 p.m. Class meets on June 2, 9, 16, 23, 30, July 7, 14, 21, 28, and August 4. Room – BOB202

Textbooks:

**Required**


**Highly Recommended**


**Online Resources** (Others will be shared in class meetings)
COURSE DESCRIPTION: An introduction to the basic methods of research in education. (Source: BU Course Catalog 2009-2011). Lecture, demonstration, group work and activities, role playing, and tests will be used in this course. EDUC 600/601 connects to both the theme of the School of Education (Educator as Reflective Learner) and to its Conceptual Framework by requiring students to use Valli’s (2003) five types of reflection: technical, deliberative, personalistic, critical, and reflection in-and-on action. Students will apply content from text reading, class discussion, field observation, and group experiences to their reflections on their role as future educators.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION PROGRAM OBJECTIVES: The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in EDUC 600/601 (bolded):
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

COURSE/LEARNER OBJECTIVES:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>How Objective will be Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquire knowledge of basic designs, methods, and statistical language used in conducting educational research.</td>
<td>Student will demonstrate knowledge through completion of class activities, participation in class discussions, and quizzes/tests.</td>
</tr>
<tr>
<td>2. Apply knowledge of basic designs, methods, and statistical language used in conducting educational research.</td>
<td>Student will submit a written research proposal per in accordance with grading rubric that demonstrates knowledge.</td>
</tr>
<tr>
<td>3. Work collaboratively to facilitate learning.</td>
<td>Student will demonstrate ability to collaborate with colleagues during in-class, small-group activities.</td>
</tr>
<tr>
<td>4. Acquire methods to evaluate the efficacy of reported research in education journals in order to become wise consumers of educational research.</td>
<td>Student will demonstrate knowledge through: 1) construction of an evaluation rubric 2) writing of a literature review on their chosen research topic.</td>
</tr>
<tr>
<td>5. Acquire writing skills that are appropriate for the reporting of education research using APA style.</td>
<td>Student will apply and demonstrate appropriate writing skills in the construction and submission of a research proposal.</td>
</tr>
<tr>
<td>1. Gain facility with the tools, organizations, and resources available for the gathering of secondary research.</td>
<td>Students will demonstrate ability to use appropriate online databases and search engines to gather scholarly research through: 1) assessment 2) the writing of an appropriate literature review.</td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS AND ASSIGNMENTS FOR LEARNER EVALUATION:

1) **Quizzes (80 points)**
   This course requires that most students learn new skills related to the use APA writing style and research methodology. In order to ensure that all students will be successful in the acquisition of these skills, it is important that each student comes to class having thoroughly read and absorbed the assigned reading material. To encourage proper preparation a quiz covering the assigned reading material will be administered prior to each class. A total of eight (8) quizzes will be administered. Quizzes will be administered at the start of each class.

2) **Midterm Exam (100 points)**
   A midterm exam will be administered covering all content presented to date in class. Format will/may include multiple choice, true/false, open responses (4-6 sentences), fill in the blank, matching, and problem solving.

3) **Research Proposal (100 points) Rubric provided separately from Syllabus (Transition Point 1 Anchor Assessment)**
   The final assignment for this class will be a research proposal on a topic relevant to your teaching or interest. The paper will show the progression of your thinking about how to research topics of interest to you as a teacher and how to connect this research to your pedagogical knowledge and emerging practice. The final paper will have these required elements:
Bellarmine University

Research Proposal Description and Scoring Rubric

All teacher candidates for advanced programs in the Annslay Frazier Thornton School of Education are required to write a research proposal and meet “Acceptable” on 5 of the 7 aspects of the assessment rubric.

The research proposal has four components and should be approximately 15-20 pages.

1. Provide an introduction. In the introduction, be sure to describe your research topic and include the research question. The introduction should also include why the topic is of interest to you. Introduce the research methods. Your introduction should conclude with a brief overview of your research methodology and a time frame for completing such a study.

2. Literature Review—this section should include a review of other studies related to your research question. Synthesize the literature on your research topic. Name the participants. How might your study differ or bring something unique to the research literature? Finally, what theoretical frame/paradigm are you using through which to view your research study? (e.g., positivistic, critical, feminist, post-modernist, etc.)

3. Methodology—this section should include a description of the type of research methodology you intend to use (e.g., survey, case study, ethnography, etc.). Here, you should also describe the participants and their recruitment for the study. You should describe your data collection methods. And, finally, you should describe how you intend to analyze your data.

4. Conclusion: Validity and Reliability, Ethics, and Suggested Time-Frame—this section should conclude your proposal by discussing the methodology to address issues such as validity and reliability. You should also discuss what ethical considerations you will make throughout the study in order to make sure that your participants are protected and that your research moves in a direction of reciprocity. Finally, you should propose a suggested time frame for completing your study.

Reflection
For the MA Research Proposal, a four page (max) reflective essay, which adequately addresses the following, is required:

- Reflections provide clear connections to performance criteria of Kentucky’s Teacher Standards: Advanced Level.
- Areas of strength and for growth within Kentucky’s Teacher Standards: Advanced Level are clear.
- Use two forms of Valli’s reflection styles: Technical and Deliberative to elaborate on decisions related to the assignment connected with your performance at some of the Kentucky’s Teacher Standards: Advanced Level.
4) **Final Exam (100 points)**  
The final exam will cover material presented after the midterm exam. Format will be similar to the midterm and will/may include multiple choice, true/false, brief open responses (4-6 sentences), fill in the blank, matching, and problem solving.

<table>
<thead>
<tr>
<th>Learner Evaluation Strands:</th>
<th>Points</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>80</td>
<td>21.0</td>
</tr>
<tr>
<td>2. Midterm Exam</td>
<td>100</td>
<td>26.3</td>
</tr>
<tr>
<td>3. Research Proposal</td>
<td>100</td>
<td>26.3</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>100</td>
<td>26.3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>380</td>
<td>100</td>
</tr>
</tbody>
</table>

**Grading Scale (%):**  
- A = 95 - 100  
- A- = 92 - 94  
- B+ = 90 - 91  
- B = 87 - 89  
- B- = 85 - 86  
- C = 77 - 84  
- F = 77 and below

**SUBMISSION OF REQUIRED FORMS INTO LiveText:** Students are required (*may result in a grade of incomplete for course if not completed*) to upload their final copy of the Research Proposal into Live Text during this course.

**ASSIGNMENT FORMAT AND EXPECTATIONS:** You are expected to be a thoughtful, active, and informed member of class discussions, lectures, individual presentations, and group activities. You are expected to attend each class session, arrive punctually, and be prepared by having read the required assignments. Excessive absence/tardiness/leaving class early will result in reduction in points toward the final course grade. Missing more than one class session (even due to illness/emergency) is considered excessive, will require conferencing with the instructor, and will result in a full letter-grade deduction beginning with the 2nd absence. *Grade deductions are at the discretion of the instructor!* All assignments must be neatly word processed
using 12 point, Times New Roman font, double-spaced, adhere to rules of Standard English grammar, spelling and punctuation. Assignments must be submitted by due dates assigned. Late assignments will not be accepted unless PRIOR APPROVAL of instructor has been given.

ASSESSMENT/OBJECTIVE MATRIX FOR EDUC 601*

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>LEARNER OBJECTIVE</th>
<th>KY TEACHER STANDARDS</th>
<th>AFTSE Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class quizzes</td>
<td>1, 2, 6</td>
<td>1,5</td>
<td>3</td>
</tr>
<tr>
<td>2. Midterm Exam</td>
<td>1,2,6</td>
<td>1,5</td>
<td>3</td>
</tr>
<tr>
<td>3. Research Proposal</td>
<td>3,4,5,6</td>
<td>1,5,6</td>
<td>1,2,3,5</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>1,2,4</td>
<td>1,5</td>
<td>3</td>
</tr>
</tbody>
</table>

*Each assessment tool reflects particular learner objectives, KY teacher standards, and AFTSE goals, as delineated in the syllabus.

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Readings</th>
<th>Class Topics</th>
<th>Assignments/Quizzes/Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 6/9</td>
<td>Cresswell: Chapters 3 &amp; 4</td>
<td>1. How is a research &quot;problem&quot; identified? 2. How is existing research reviewed?</td>
<td>• Quiz #2 (10 points) • Submit Research Question</td>
</tr>
<tr>
<td>3 6/16</td>
<td>Cresswell: Chapters 5 &amp; 10</td>
<td>1. Research statements, questions, hypotheses, and objectives 2. How is research evaluated?</td>
<td>Quiz #3 (10 points)</td>
</tr>
<tr>
<td>4 6/23</td>
<td>Cresswell: Chapter 6</td>
<td>1. How is quantitative data collected?</td>
<td>Quiz #4 (10 points) Bring completed introduction to class</td>
</tr>
<tr>
<td>5 6/30</td>
<td>Cresswell: Chapter 7</td>
<td>1. How is quantitative data analyzed</td>
<td>Quiz #5 (10 points)</td>
</tr>
<tr>
<td>6 7/7</td>
<td>Cresswell: Chapter 8 Chapter 14, pp. 431-448</td>
<td>1. Exam 2. Collecting qualitative data 3. Grounded theory designs</td>
<td>Midterm Exam (100 points) Chapters 1-7 &amp; 10 Bring completed literature review to class</td>
</tr>
<tr>
<td>7 7/14</td>
<td>Cresswell: Chapters 9 Chapter 15, pp. 472-486</td>
<td>1. Ethnographic designs 2. Analyzing qualitative data</td>
<td>Quiz #6 (10 points) Bring Methods section to class</td>
</tr>
<tr>
<td>8 7/21</td>
<td>Cresswell: Chapter 11</td>
<td>1. Experimental research designs 2. Quasi-experimental designs</td>
<td>Quiz #7 (10 points) Bring rough draft of research proposal to share with colleague</td>
</tr>
<tr>
<td>9 7/28</td>
<td>Cresswell: Chapter 12 &amp; 13</td>
<td>1. Correlational designs 2. Survey designs</td>
<td>• Quiz #8 (10 points) • Submit Research</td>
</tr>
</tbody>
</table>
### Proposal for Grading

| 10 | 8/4 | 1. Final Exam | Final Exam (100 Points) Chapters 8, 9, 11, 12, 13, 14, 15 |

**NOTES:**
*Dr. Paige reserves the right to alter or revise the schedule, dates, and/or topics as deemed necessary to insure optimal learning. Additional readings may be assigned as necessary.*

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### OTHER INFORMATION AND EXPECTATIONS:

#### ATTENDANCE POLICY FOR THIS COURSE:

Professionals, particularly teachers charged with the learning of children, must be both prepared and punctual. Thus, students are expected to attend all classes for the full time period called for in the schedule, and complete all readings prior to the class meeting assigned (with the exception of the first session). This summer school class meets only 10 times, hence attendance is critical. Students with 1 absence will have a letter grade deducted from their final grade, and students with more than two (2) absences will be dismissed from the course with a grade of "F.” It is the responsibility of students to provide satisfactory evidence of medical or other emergencies that may qualify as an excused absence to the instructor.

#### Cell Phones and Technology:

Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texting, or other types of communication must be made after class or at designated break times.

#### In the event of a University-sponsored event/absence...:

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from this class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

#### INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:

Students with disabilities, who require accommodations such as academic adjustments and/or auxiliary aids or services for this course, must contact the Disability Services Coordinator (located in the Counseling Center, 4th floor of BOB, 452-8480). The instructor, upon notification from Disability Services, will then meet with the student to discuss appropriate strategies. Please do not request accommodations directly from the instructor.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc.
should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (452-8071).

Should you decide to withdraw from this course, please be aware that October 20, 2010, is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy is available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: EDUC 601 is a required course for candidates pursuing an MAED. Students are expected to be knowledgeable of the Kentucky Teacher Standards and how they apply to course content.

CLASS FORMAT AND METHODOLOGY: This course will utilize a combination of methods including lecture, discussion, group presentations, and small group projects in the form of Joint Productive Activities.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

Class Norms: The following classroom and professional norms will be followed in this course:

- I take 100% responsibility.
- I seek equity of voice.
- I am willing to talk about sensitive subjects.
I listen for understanding.
I appreciate the strengths and contributions of others.
I bring positive energy and encouragement to the class.
I am a professional and my actions reflect that role.
  o Sidebar conversation and cell calls or texts are taken outside.
  o I take care of my own restroom needs.
  o I tolerate ambiguity when it assists my learning.
  o I am fully present and attentive in class sessions.
  o I am prompt and diligent in preparing for class sessions.
  o I take my problems or issues to the source.
BELLARMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

EDUG 640 Second Language Learners

Summer Semester, 2012

3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: *In Veritatis Amore*, In the Love of Truth.

INSTRUCTOR: Kathleen M. Sanchez
OFFICE: Room ALLN109, Nolen Allen Hall
PHONE: 951-368-8032
E-MAIL: ksanchez01@bellarmine.edu
OFFICE HOURS: 4:00 p.m. to 5:00 p.m. on June 11, 12, 20, 21, 28
CLASS MEETING TIMES:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 11, 2012, Monday</td>
<td>8:00 a.m. to 4:00 p.m.</td>
</tr>
<tr>
<td>June 12, 2012, Tuesday</td>
<td>8:00 a.m. to 4:00 p.m.</td>
</tr>
<tr>
<td>June 20, 2012, Wednesday</td>
<td>8:00 a.m. to 4:00 p.m.</td>
</tr>
<tr>
<td>June 21, 2012, Thursday</td>
<td>8:00 a.m. to 4:00 p.m.</td>
</tr>
<tr>
<td>June 29, 2012, Friday</td>
<td>8:00 a.m. to 4:00 p.m.</td>
</tr>
</tbody>
</table>

TEXTBOOK and REQUIRED READINGS:


The instructor will provide additional study materials. Students are expected to read materials prior to the class indicated.

COURSE DESCRIPTION:

A course in the Master of Arts in Education in Teacher Leadership (P-12) program designed to provide candidates with job-embedded professional development opportunities in alignment with individual candidate needs (determined by an individual Professional Growth Plan) as they develop the knowledge, skills, and dispositions of a teacher leader. This course includes systematic study of effective ways to structure learning opportunities for diverse student populations. An understanding of the instructional needs of language minority populations is developed and an awareness of the appropriate programs and services to meet those specific needs is presented.

The course is intended to engage graduate students in exploring a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. It provides an overview of the historic and current trends and social issues affecting the education of language minority students. It also provides candidates with practical experience in the implementation of instructional strategies addressing the needs of a diverse student population. Major units of the course include: language learning theories; socio-cultural contexts of language development, principled selection of instructional strategies for teaching language and non-language subjects; a focus on the development of academic language, assessment of language and non-language competencies; and selected issues in teaching language minority populations.
Course content includes the integration of the Kentucky Teacher Standards (Initial or Advanced Level) as well as Kentucky’s Core Content for Assessment and Program of Studies. The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE)
VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES:

The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in EDUG 640:

1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Reflects/Evaluates Teaching and Learning
7. Collaborates with Colleagues/Parents/Others
8. Evaluates Teaching and Implements Professional Development
9. Provides Leadership within School, Community, and Profession

INTERNATIONAL READING ASSOCIATION STANDARDS ADDRESSED in EDUG 640:
1. Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, specifically relating to information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
2. As needed, adapt instructional material and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
3. Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.
4. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
5. Create supportive environments where English learners are encouraged and given many opportunities to use English.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) DOMAINS:

1. Domain 1. Language: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners’ (ELLs’) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

2. Domain 2. Culture: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

3. Domain 3. Planning, Implementing, and Managing Instruction: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.


5. Domain 5. Professionalism: Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.
COURSE/LEARNER OBJECTIVES:

The objectives identify the competencies teachers are expected to develop as prerequisites for successful completion of the course. These objectives represent both the general objectives related to teaching English as a new language related to the program’s expectation for developing teaching proficiencies.

Candidates will:
1. Demonstrate familiarity with various theories and instructional methodologies in first and second language acquisition. (AFTSE 2; KTS 1, 6, 8; IRA 1, 2; TESOL 1, 3)
2. Demonstrate familiarity with past and current methods for teaching English as a second language. (AFTSE 3, 4, 5; KTS 1, 6, 8, 9; IRA 3, 4, 5; TESOL 1, 2, 5)
3. Identify the major types of bilingual programs, their strengths and weaknesses. (AFTSE 4,5; KTS 1, 4, 5, 6; IRA 1, 2; TESOL 1, 3)
4. Demonstrate awareness of local and national legal, political and socio-cultural issues related to the education of English learners. (AFTSE 1, 4, 5; KTS 7, 8, 9; IRA 3; TESOL 2, 5)
5. Demonstrate an understanding of instructional methods and strategies that support diverse English Learners across the curriculum; including knowledge of SDAIE, SIOP, CALLA and ELD in theory and in practice. (AFTSE 2; KTS 1, 2, 3, 4, 5, 6; IRA 1, 2, 5; TESOL 1, 3, 4, 5)
6. Identify ways of involving the family, and other external communities in program instruction, implementation, assessment and evaluation. (AFTSE 1, 3; KTS 3, 7, 8, 9; IRA 3, 4; TESOL 2, 5)

COURSE REQUIREMENTS AND ASSIGNMENTS:

The following provides a brief description of the assignments, quizzes, class time activities and out-of-class assignments that are required for this course. Your grade for this class shall be based on a 100 point system.

PREPARATION FOR CLASS MEETINGS: Assigned readings about theory and practice related to language acquisition, cultural diversity and schooling form the core of each class session. All of these readings should be completed before each class session as a basis for an informed and penetrating analysis of the issues of this course and contribute to our engagement in purposeful academic discussion and reflection. Advanced preparation for course meetings is particularly important.

Completing the readings and participation in class discussions are important requirements in this graduate course. Performance in this course is measured
heavily on the quality of the candidate’s written work and participation during class sessions. Written assignments must be typed and proofread with the care that a graduate student should exhibit.

**CLASS TIME:** Class Time and/or contact hours: The class will meet as noted on page 2 of this document. During class time, candidates will experience a variety of activities. During Class Time, candidates have opportunities to talk with their instructor about key topics and issues. Candidates are encouraged to ask questions and actively participate in both planned and impromptu class discussions as long as the discussion forwards the purpose of the class. Participation in class time must include original thought supported by references to common readings and widely held understandings. Participation in class discussion is required. To receive full credit, candidates must arrive to class on time and participate for the full session. Your participation and attendance in Class Time is worth 20 points (4 points each meeting).

**MEDIATED FORUM DISCUSSIONS:** Candidates must cite specific readings, theory, and videos to support assertions in the Forum narratives. In assigned “Forum Teams” (professor will post a roster for team assignments), members will alternate responsibility for posting questions, reflections, learning experiences, or “lessons learned” from the readings and/or activities for discussion on the course discussion board. All team members will respond to the original question or reflection and reply, at least, one time to two group members’ original responses as well. A detailed reflection of your own reactions, interpretations, and about the experience and process of participating in an asynchronous discussion session is also important. This activity is about constructing knowledge in a collaborative, social constructivist manner. Your instructor will be mediating these discussions to support student learning and move the discussion forward.

There will be a total of 5 mediated forums/live sessions throughout the term. Each session is worth 2 points with a total of 10 available points for the term.

**Quizzes over Readings:** Candidates will have quizzes over assigned text and required readings (4 @ 10 points each)

**OUT-OF-CLASS ASSIGNMENT: TV PROJECT:** Candidates will watch two 30-minute television episodes in a language they do not understand. Take notes as you watch; trying to capture what the story is about. After viewing reflect on your experience. Each time you watch the show (two 30-minute viewings) take notes in a Word document. Address the following three points. Be sure to give each area equal weight as you view the episodes as well as in your notes:

- As you watch, describe the program actions, the characters, the settings, and the mood of the show.
• After viewing, describe your reactions, feelings and emotions about the experience and process of watching a program in a language you did not understand. This section is about self-reflection. In this entry, you are to thoroughly discuss the effects of this exercise, not the show itself.
• Finally, list all the strategies and clues you used for making sense of what was going on in the program. Include your use of the verbal, visual, graphic, and behavioral clues/evidence of the program for the viewing.

In addition to completing your notes during each viewing, write a concise summary reflecting on the overall experience. What have you learned? What are the implications for your teaching? Submit a hard copy of your notes and reflection to your instructor. Up to 10 points.

INSTRUCTIONAL PROJECTS: Each student will be part of a cooperative/collaborative team that will develop a sheltered lesson that shows a clear understanding of effective instruction for English Learners across the curriculum. One lesson will be developed per group and formally presented to the class. All accompanying documents noted in the lesson plan must be submitted with the lesson plan. Each member of the team will receive the same “group grade” on the lesson plans and class presentations. A lesson plan template and sample will be provided to guide your lesson preparation.

Group presentations and lesson plans are worth a total of 20 points (10 points-lesson plan, 10 points-presentation)

GRADING SCALE: (plus or minus scores may be added as deemed appropriate)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<td>B</td>
<td>85-92</td>
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<td>C</td>
<td>77-84</td>
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<td>D</td>
<td>69-76</td>
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<tr>
<td>F</td>
<td>68 points and below</td>
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</table>

CLASS FORMAT AND METHODOLOGY:

We will use a combination of learning experiences to help you learn about important issues impacting students who come from a home where a language other than English is spoken. This course is intended to engage graduate students in exploring a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. Students are expected to come prepared via readings and other assigned activities to engage in joint productive activities (JPA), demonstrations, and discussions. Part of the organization of this class will be based on The Five Standards of Effective Pedagogy from the Center for Research on Education,
Diversity and Excellence (CREDE). Additional information is available online at http://crede.berkeley.edu.

ASSIGNMENT FORMAT AND EXPECTATIONS:

Candidates are expected to be a thoughtful, active, and informed member of class discussions, lectures, individual presentations, and group activities. You are expected to attend each class session, arrive punctually, and be prepared by having read the required assignments. Excessive absence/tardiness/leaving class early will result in reduction in points toward the final course grade. Missing more than one class session (even due to illness/emergency) is considered excessive, will require conferencing with the instructor, and will result in point deductions from the participation grade at 20 points per absence beginning with the 2nd absence. All assignments, must be neatly word processed using 12 point font, double-spaced, adhere to rules of Standard English grammar, spelling and punctuation. A hard copy of the assignments must be submitted by due dates assigned. Late assignments, accepted only with prior approval of instructor, will receive a 5-point reduction per day, and will not be accepted after one session from the due date. Assignments receiving a +, √, or - that are late will automatically be reduced a grade level, and may be submitted up to 2 days late.

Cell Phone and Technology: Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

E-mail Communications: Please note that ALL email messages concern this course will be sent via your Bellarmine University email account. It is your responsibility to check your email regularly and respond accordingly.

Class and Professional Norms: In this class we wish to work together as a community of scholars. To that end, students are asked to commit to the following norms of behavior:

- I take 100% responsibility.
- I seek equity of voice.
- I am willing to talk about sensitive issues.
- I listen for understanding.
- I appreciate the strengths and contributions of others.
- I bring positive energy and encouragement to the team.
- If I have an issue I will take it to the source.
If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first. The instructor reserves the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

ACADEMIC HONESTY:

As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s
signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

**DIVERSITY/TECHNOLOGY/DISPOSITIONS:**

Students are expected to be knowledgeable of the Kentucky Teacher Standards – Advanced Level. Students are also expected to be aware of **teacher dispositions** in relation to developmentally appropriate instruction and working effectively with **all** students.

EDUG 640 The course is intended to engage graduate students in exploring a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language, and other learning environments. It provides an overview of the historic and current trends and social issues affecting the education of language minority students. The course content also includes **diversity** components including selected issues in teaching language minority populations, including accommodations for learner needs, culturally responsive teaching, appreciating student diversity, and closing the **achievement gap**.

Students will be introduced to the use of **technology** in the classroom, as well as using technology themselves for assignments and projects.

**SEVERE WEATHER:**

Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:**

Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480).

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).
Should you decide to withdraw from this course, please consult Bellarmine University’s withdraw policies and procedures. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at [www.bellarmine.edu/registrar/RegForms.asp](http://www.bellarmine.edu/registrar/RegForms.asp).

**ASSESSMENT/OBJECTIVE MATRIX FOR EDUG 640:**

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<tr>
<th>ASSESSMENT</th>
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<th>KY TEACHER STANDARDS</th>
<th>AFTSE OBJECTIVES</th>
<th>IRA STANDARDS</th>
<th>TESOL STANDARDS</th>
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<td>1, 3, 5, 7, 9</td>
<td>2, 3, 5</td>
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<td>1, 5</td>
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<tr>
<td>2. Forum Discussions</td>
<td>1, 2, 4</td>
<td>3, 5, 6, 7, 8, 9</td>
<td>1, 2, 3, 5</td>
<td>1</td>
<td>2, 5</td>
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<tr>
<td>3. Tests/Quizzes</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>5, 6, 8</td>
<td>3, 4, 5</td>
<td>1</td>
<td>1, 3, 4</td>
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<td>4. TV Project</td>
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<td>4, 5, 6</td>
<td>2, 3, 5</td>
<td>2, 3, 4</td>
<td>1, 2</td>
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<td>5. Instructional Projects</td>
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<td>2, 4, 5, 6, 8</td>
<td>1, 2, 4, 5</td>
<td>2, 4, 5</td>
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</tr>
</tbody>
</table>
EDUG 644: Teacher Leadership for Equity in Schools and Community
3 Credit Hours  Fall 2011

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT
Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR:  Sister Paula Kleine-Kracht; Kathleen Cooter, Ph. D.
OFFICE:  BOB 316
PHONE:  272- 7987
E-MAIL:  paulakk@bellsouth.net; kcooter@bellarmine.edu

OFFICE HOURS: T, Th 10-12, W 10-2 or by appointment
CLASS MEETING TIMES: 4:30-7:30 Weds at Canaan Christian Church beginning in September
SUPPLIES NEEDED: Book, writing supplies, lesson plan template
COURSE DESCRIPTION: EDUG 644 will focus on characteristics of equitable schools for students, parents and communities as well as specific teacher communication skills and leadership strategies to enhance parent involvement. Teacher leader candidates will explore socio-economic, linguistic and cultural factors that impact students, parents and families in the context of social justice and equity. Strategies that create more just and caring classrooms will be the focus of teacher leader initiatives in schools. Field component required.

This course connects to both the theme of the School of Education (Educator as Reflective Learner) and to its Conceptual Framework by requiring students to use Valli’s (1997) types of reflection: personalistic reflection will lead students to self-assess their own cultural biases and stereotypes; critical reflection will challenge students to confront social inequities and reduce barriers to students and parents; and reflection in-and-on action will result in student decisions to develop and promote caring communities. Candidates will apply content learned from readings, classroom activities and reflections to self-assess their knowledge, skills and dispositions as educators. These types of reflection relate to specific course content, field experiences, and professional development. Each course objective is tied to the Annsley Frazier Thornton School of Education Conceptual Framework and connects with one or more EPSB themes: diversity, literacy, closing the achievement gap and assessment (see below).

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1) Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2) Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3) Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4) Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5) Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.
ALIGNMENT WITH TEACHER LEADER CRITERIA AND EPSB THEMES

Kentucky’s Core Content for Assessment, Commonwealth Accountability Testing System, Program of Studies, Learner Goals and Expectations, College Readiness Standards and Kentucky Teacher Standards (Advanced Level Performance) are explored and addressed through discussion, course and anchor assessments, and projects with a focus on integrating theory into practice for the teacher leader candidate. Alignment with above standards and other standards are integrated into coursework and assessments as detailed in the Master of Arts in Education in Teacher Leadership (P-12) Matrix (www.bellarmine.edu/education/forms.asp).

This course addresses EPSB themes in the following ways: through readings and discussion, students will respond positively to the imperative to address diverse populations equitably; students will confront the problems of stereotyping and inequity that present barriers to closing the achievement gap in schools and society; based on best practice assessment tools for parent involvement, students will analyze parent involvement data of a school and develop a parent involvement plan; and students will self-assess the equitable characteristics of their own classrooms to improve literacy and student achievement.

KENTUCKY TEACHER STANDARDS ADDRESSED IN EDUG 644
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

COURSE/LEARNER OBJECTIVES: Through readings, class presentations, case studies, reflective writing assignments, authentic projects, and active self-assessment, students will:

1. Using a variety of tools, identify demographic and socio-economic trends, nationally and within the school community, that pose challenges to increasing student achievement and ensuring equity for students, parents and schools. (KTS 3, 5, 8, 10)
2. After investigating the impact of economic disparities in a particular neighborhood, predict ways these disparities will impact local schools and engage in a social reform effort to impact children, youth and families using relevant partners, agencies, and/or charitable organizations in the community. (KTS 8, 10)
3. After exploring the systems, policies and norms that lessen the harmful effects of ‘isms’ (racism, sexism, heterosexism, classism, ablism, isolationism, religious
discrimination, and other barriers), investigate one ‘ism’, describe its effects on students, schools, families and themselves and propose strategies to ameliorate its negative effects. (Strands 6, 8, 10)

4. Based on principles of democratic education, explain and describe characteristics of an equitable classroom and evaluate their own classroom instructional and assessment practices using equitable classroom criteria. (KTS 2, 3, 4, 5, 6, 7, 9, 10)

5. After exploring socio-economic, linguistic and cultural factors that impact family systems, demonstrate communication and sensitivity skills that support students, parents and families. (KTS 3, 4, 5, 6, 8, 9, 10)

COURSE REQUIREMENTS AND ASSIGNMENTS:

1. Attendance, Participation and Class Leadership (10% of course grade):
   - Teacher leader candidates will be expected to actively and thoughtfully contribute to whole class and small group discussions and activities. Candidates will be assessed on their ability to integrate course material, engage peers, and positively shape class discussions through critical questions, active listening, and reflective thinking.
   - Participation involves a combination of attendance, punctuality, appropriate discussion, completion of assignments, and active listening. Attendance serves as a reflection of the student’s commitment to his/her program. Attendance at all class sessions is expected. Please discuss any exceptions with the instructor- in advance. Participation points cannot be earned when absent, regardless of the reason for the absence. Six points will be deducted from the attendance, participation, and class leadership grade for each absence; more than one absence from the class could seriously jeopardize academic standing in this class and in the program.
   - Each candidate is responsible for the assigned reading in this course and is expected to have read the assignments prior to coming to class. Candidates are responsible for textbook readings and any additional readings provided by the instructor.

2. Weekly Readings & Reflections, and Performance Tasks (40 % of course grade)
   - Teacher leader candidates will complete assessment of learners and plan tutoring and instruction weekly. There will be additional assignments and performance tasks in response to readings and course content.

3. School Profile (20 % of course grade)
   - The teacher leader candidate will develop a data profile of their own school that assesses the school environment and the strengths and challenges faced by the school community. The teacher leader must present the profile to a group of school-based stakeholders, such as the school council, fellow teachers and engage them in a discussion of his/her data and analysis and
implications for instruction based on the data.

4. ‘Ism’ Paper and Professional Development  (10% of course grade)

The teacher leader candidate will research one of the “isms” to create a four – six page paper of a social barrier or ‘ism’. The participant’s submission shall include:

   a) Identification of the barrier
   b) Discussion of its harmful effects
   c) Review of solutions and resources, including classroom-based/school based items
   d) Outline of a PD session that could be offered in participant’s school, including the session goals, objectives and activities
   e) Bibliography
   f) Peer review by five school based colleagues, including administrators

5. Equitable Classroom Characteristics  (10% of course grade)

Teacher leader candidates will self-assess their own teaching practice for equitable classroom characteristics by completing the “Checking My Systems For Equity” inventory and incorporating findings into their professional growth plan. Candidates will reflect on student access to and use of technology for instructional purposes and propose strategies for increasing equitable use of technology in their school.

ASSESSMENT PROFILE: You will be given students to assess and group both homogeneously and heterogeneously from Canaan to “profile”, using principles and concepts from course content that specifically relate to the subject, school environment and appropriate instruction.

WRITTEN RESPONSES: You will be asked by the instructor to respond in writing (word processed) to various issues, cases, and readings in the field of equity education. These responses will be graded using a +, √, or – (see below).

GRADING SCALE:

   A    =   97-100
   A-   =   93-96
   B+   =   89-92
   B    =   85-88
   B-   =   81-84
   C    =   76-80
   F    = Under 75

*Written Responses will receive a +, √, or - (96, 90, 85) The instructor may also issue a √+ (93) or √- (87) as needed.

Note: A scoring rubric will be provided for each major assignment in conjunction with the detailed assignment description and date the assignment is due.
ASSIGNMENT FORMAT AND EXPECTATIONS: You are expected to be a thoughtful, active, and informed member of class discussions, lectures, individual presentations, and group activities. You are expected to attend each class session, arrive punctually, and be prepared by having read the required assignments as well as prepared to tutor assigned students. Missing more than one class session (even due to illness/emergency) is considered excessive, will require conferencing with the instructor, and can be cause for course failure. All assignments must be neatly word processed using 12 point Arial font, double-spaced, adhere to rules of Standard English grammar, spelling and punctuation. Assignments must be submitted by due dates assigned. Late assignments are not accepted.

Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION: Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480.

Dr. Cooter /Sister Kleine-Kracht reserve the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (452-8071).

Should you decide to withdraw from this course, please be aware that October 19 is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed
CLASS SCHEDULE, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

CLASS FORMAT AND METHODOLOGY:
CREDE principles will serve as the primary pedagogical platform interspersed with lectures, guest speakers and technology when appropriate. The CREDE principles are:

• Joint Productive Activity: Facilitate learning and development through joint productive activity among leaders and participants.
• Language Development: Promote learners expertise in professional relevant discourse.
• Making Meaning: Contextualize teaching, learning, and joint productive activity in the experience and skills of participants.
• Cognitive Challenge: Challenge participants toward more complex solutions in addressing problems.
• Instructional Conversation: Engage participants in dialogue, especially the instructional conversation.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: This class will focus on the development of teacher leaders who teach to the high standards of social justice, equity, and equality and who are caring and compassionate practitioners. Furthermore, this class will focus on developing teacher leaders who are committed to providing equitable opportunities for all students, based on their diverse backgrounds and learning styles, and on preparing teacher leaders who have the knowledge, skills, and dispositions necessary to successfully teach diverse learners.

Course content includes diversity components including making accommodations for learner needs, culturally responsive teaching, and appreciating student diversity.

Candidates will use technology in the classroom, as well as for assignments and projects. Candidates will use technology to assess student learning, manage assessment data, communicate results to stakeholders and conduct web based research and online learning activities. Candidates will also make recommendations for technology integration that supports authentic opportunities for student learning, particularly to promote equitable classrooms for diverse populations. Field observations will permit exploration of technology, especially assistive technology, and its use in the school setting.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access.
to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the *Student Handbook*.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. **It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students.** Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

**SEVERE WEATHER:** Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>LEARNER OBJECTIVE</th>
<th>KY Teacher Standards</th>
<th>AFTSE Program Obj.</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1, 2, 3, 4, 5</td>
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<tr>
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<tr>
<td>Tutoring and assessment</td>
<td>1 - 5</td>
<td>3, 6, 7, 8, 8, 10</td>
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<tr>
<td>School Profile</td>
<td>1 &amp; 2</td>
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<td>‘Ism’ Paper and Professional Development Plan</td>
<td>3 &amp; 5</td>
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</tr>
<tr>
<td>Equitable Classroom Characteristics</td>
<td>4</td>
<td>2, 3, 4, 5, 6, 7, 9, 10</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>
MAED CANDIDATE PROFESSIONAL GROWTH PLAN WORKSHEET

Directions: This worksheet is to be completed in preparation for developing your Professional Growth Plan. The following documents should be reviewed: Self assessment on Kentucky Teacher Standards – Advanced Level, Dispositions Self Assessment, Technology Screening, and Professional Code of Ethics.

Section A: Identify Growth Area/s for Teacher Leadership
Answer the following questions to identify one or more area/s for growth that will enhance your content knowledge and teacher leadership skills.

1. Using information from your school professional growth plan, your students’ performance data, your leadership experience, and feedback from your principal, identify specific knowledge, skills and/or dispositions that should be the focus of this growth plan.

   Area/s for Growth: __________________________________________________

2. Using information and feedback from your school’s improvement plan and based on your own leadership experience, identify additional knowledge, skills and/or dispositions that are aligned with your school’s goals and should be incorporated into this growth plan.

   Area/s for Growth: __________________________________________________

3. Reflecting on your own self-assessment of your knowledge, skills and dispositions in relation to the Kentucky Teacher Standards (Advanced Level), the Professional Code of Ethics of Kentucky School Certified Personnel, your proficiency in incorporating technology into instruction, and your leadership experience, identify additional area/s for growth you will address in this plan.

   Area/s for Growth: __________________________________________________

Section B: Prioritize Growth Areas for Teacher Leadership
From the identified areas for growth, identify two or three priority areas that will most improve your ability to facilitate student learning, enhance your teacher leadership skills, and meet the Kentucky Teacher Standards (Advanced Level).

- Priority Area 1:
- Priority Area 2:
- Priority Area 3:
INSTRUCTIONS FOR DEVELOPING YOUR TEACHER LEADERSHIP PROFESSIONAL GROWTH PLAN:

Considering the context of your school, data about your students, your leadership experience, and the analysis of your self-assessment, develop a professional growth plan in the template provided.

1. State your professional growth goals/objectives in measurable or observable terms.
   - Identify two or three goals/objectives to address your priority growth areas.
   - Determine how each goal/objective contributes to your growth as a teacher leader.

2. Describe the actions you will take to accomplish your goals/objectives, including timelines for completion of each action.
   - Describe the actions you will take to increase your knowledge, skills and/or dispositions to accomplish your professional growth goals/objectives.
   - Explain how your plan addresses one or more EPSB themes (literacy and reading, diversity (including gifted and talented), closing the achievement gap, technology and/or assessment for learning).
   - Discuss how your plan addresses the relevant Kentucky Teacher Standards (Advanced Level) informed by your Kentucky Teacher Standards Self-Assessment.

Determine evidence of successful completion of your Professional Growth Plan:

Cite evidence you will use to assess attainment of your goals/objectives and expected impact of outcomes on student achievement and leadership development.

   - Identify indicators of leadership that will be demonstrated in the attainment of your goals/objectives.
   - Using Valli’s forms of reflection, analyze how your actions have positively impacted your growth as a teacher leader and your progress toward meeting Kentucky Teacher Standards (Advanced Level).
### INITIAL PROFESSIONAL GROWTH PLAN

For MASTER OF ARTS IN EDUCATION IN TEACHER LEADERSHIP/
Rank I/ADVANCED PROGRAMS

<table>
<thead>
<tr>
<th>CANDIDATE NAME:</th>
<th>SCHOOL NAME:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

---

#### Professional Goals/Objectives:

- [ ]
- [ ]
- [ ]

---

#### Action Plan and Timeline:

- [ ]
- [ ]
- [ ]

---

#### Assistance/Resources Needed:

- [ ]
- [ ]
- [ ]

---

Candidate Signature: ___________________________ Date: ____________

Faculty Mentor Signature: ___________________________ Date: ____________

School/District Partner Signature: ___________________________ Date: ____________

---

**Explain how your Professional Growth Plan addresses EPSB themes, Kentucky Teacher Standards, Valli’s forms of reflection and priority needs derived from your self-assessment, feedback from your principal, and connections to your school improvement plan.**

*The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning with the school year.*
BELLARMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

EDUG 672: Dynamic Teacher Leadership
Fall 2011
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT
Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR: Dr. Sarah Watson
OFFICE:
PHONE: 594-3333
E-MAIL: watsons@saintxfac.com
OFFICE HOURS: To be determined
CLASS MEETING TIMES: Wednesday, 5 – 7:30

REQUIRED TEXTS:
R. Liesveld & J. Miller. *Teach With Your Strengths*. ISBN 13:9781595620064 (Must be purchased new to access the code for an online strengths assessment.)
Supplemental reading materials provided by the instructor.
**COURSE DESCRIPTION:** EDUG 672 is designed to provide the teacher leader with a rationale for teacher leadership and an understanding of the challenges and opportunities of the teacher leader role. Teacher leader candidates will explore the fundamental knowledge, skills, and dispositions to use a variety of leadership styles; effective communication skills; the basic tenets of facilitation, motivation and conflict resolution; and the processes of planning, coordination, and monitoring strategies for effective teacher leadership.

Course content includes the integration of the Kentucky Teacher Standards (Initial or Advanced Level) as well as Kentucky’s Core Content for Assessment and Program of Studies. The School of Education’s theme, *EDUCATOR AS REFLECTIVE LEARNER*, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION:** To prepare dynamic educators to serve, work, and lead in a changing global community.

**PROGRAM OBJECTIVES:**
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

**KENTUCKY TEACHER STANDARDS ADDRESSED in EDUG 672**
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

COURSE/LEARNER OBJECTIVES:
(NOTE: Each objective is tied to one (or more) of the strands in the standards listed above:
The candidate will:
- Use Valli’s five types of reflections to reflect upon leadership contributions and progress toward attainment of Kentucky Teacher Standards Advanced-level performance (KTS 7, 9);
- Assess his/her leadership style and identify leadership styles that are appropriate for a variety of situations to impact student achievement (KTS 7, 9);
- Identify a rationale for and the challenges of teacher leadership in P-12 schools (KTS 7, 8, 10);
- Demonstrate skills needed to build and lead effective teams (KTS 1-10);
- Conduct an audit of teacher leadership in a school and make recommendation to increase it (KTS 1-10).

COURSE METHODOLOGIES:
In order to achieve the course objectives, the following instructional strategies may be employed. This list is not meant to be all-inclusive.
- Lecture and discussion, small and large group exercises for problem solving, project development and the application of course content
- Films
- Independent methodologies including: individual study and reflection; reviewing journal articles; searching the Internet, texts, reference materials and professional journals; and attending to local and national media for issues that relate to the course content
- Job-embedded field experiences
- Candidate presentations
- Search of internet resources
- Interpretation of self-assessment instruments

COURSE REQUIREMENTS:
Demonstrate Application of Concepts Through a Variety of Written Reflections (20 pts)
Using the article linked below, candidates will demonstrate at least three of Valli’s reflective genre in personal, reflective essays that assesses their leadership contributions in their schools and evidence of their implementation of Kentucky Teacher Standards Advanced-level performance. http://www.jstor.org/stable/1493261
Complete Self Assessments of Leadership Style and Capacity (20 pts.)
Each candidate will be expected to complete at least three self assessments designed to inform his/her awareness of leadership style and capacity. For each, the candidate must write a two-to-three page reflective paper, using Valli’s genre and providing insight into what he/she has learned about his/her own abilities and styles relative to school-based leadership and addressing how they can implement leadership processes recommended in the Standards and Indicators for School Improvement.
http://www.sf1.strengthsfinder.com (requires a code from the Liesveld text)
http://keirsey.com/
Thomas-Kilmann Conflict Mode Instrument (supplied by instructor)

Demonstrate Both Ethical and Situational Leadership (20 pts.)
After discussions and readings relative to the concepts of ethical and situational leadership and the articles linked below, each candidate will propose a leadership initiative that will impact student achievement using strategies for either literacy, diversity, assessment or closing the achievement gap. Each candidate will conduct a presentation using multimedia designed to highlight the following principles of situational leadership: consideration of the situation; adaptation to the environment; adjustment to those to be led; communication of expectations; use of listening skills; delegation of responsibilities; and provision for feedback.
http://www.kyepsb.net/legal/ethics.asp

Employ An Audit Instrument to Measure Teacher Leadership (10 pts.)
Utilizing the information gleaned from the study of the Katzenmeyer and Moller text, the class will work in groups of three to four to develop a Teacher Leader Audit Protocol. For the fall and spring semesters, each candidate will implement the audit at his/her school (or field placement) to measure knowledge of, support for, development of, appreciation of, influence of, and time allotted for teacher leadership. Candidates will present results of the audit to a stakeholder group, such as the site-based decision-making council or instructional leadership team, and make recommendations for future plans for teacher leadership to positively affect student achievement in their schools. Summer candidates will present a plan for implementation of the audit in their current placement.

Demonstrate the Ability to Lead a Functional Team (10 pts.)
Utilizing the simulation exercises provided, candidates will work in teams to model effective meeting strategies, effective communication, facilitation and motivation skills, conflict resolution, and productive planning strategies within the context of developing a solution to a common K-12 school-based problem that would be addressed in the Comprehensive School Improvement Plan. The instructor as well as school-based personnel will collaborate in analysis of each team’s effectiveness.

Class Discussions of Course Reading Assignments (20 pts.)
Class readings and discussions are critical to the course. Candidates’ contributions are valued and encouraged. All candidates are expected to participate in class discussions of the readings in both small and large groups, treating one another with courtesy, respect, and an open mind to experiences and viewpoints that may differ from their own
perspective. Specific guided reading-discussion groups will be utilized as a daily opportunity to review reading assignments and raise topics for whole class discussion. While an occasional absence is excusable, candidates must be present for discussion in order to earn full credit.

**Attendance and In Class / Homework Assignments**
Attendance will serve as a reflection of the candidate’s commitment to his/her program. Attendance at all class sessions is expected. Please discuss any exceptions with the instructor – in advance. The instructor reserves the right to require additional assignments to substitute for work missed during an absence. Note: A scoring rubric will be provided for each major assignment in conjunction with the detailed assignment description and date the assignment is due. All assignments must be completed using a word processing program, in 12 point font, double-spaced, and adhere to the rules of Standard English grammar, spelling, and punctuation.

**Forms to be submitted for transition points in EDUG 672 to Live Text include:**
- Reflections on the reading applying concepts to their current placement
- Completed self-assessments of leadership style and conflict resolution style
- Teacher leadership initiative
- School audit results for teacher leadership

**GRADING:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection essays</td>
<td>20</td>
</tr>
<tr>
<td>Leadership style Inventories</td>
<td>20</td>
</tr>
<tr>
<td>Leadership Initiative</td>
<td>20</td>
</tr>
<tr>
<td>School leadership audit</td>
<td>10</td>
</tr>
<tr>
<td>Lead a team</td>
<td>10</td>
</tr>
<tr>
<td>Class participation/Discussion &amp; Completion of readings</td>
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**Total possible points** 100

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A (94-100)</td>
<td>A- (91-93)</td>
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<tr>
<td>B+ (88-90)</td>
<td>B (84-87)</td>
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<tr>
<td>B- (81-83)</td>
<td>C (75-80)</td>
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<tr>
<td>F (Below 75)</td>
<td></td>
</tr>
</tbody>
</table>

**OTHER RELEVANT POLICIES AND PROCEDURES:**

**Late Work**
Candidates are expected to meet all deadlines for the course. Failure to do so will result in a reduction in grade.

**Incomplete “I” Grade**
An incomplete “I” grade may be recorded by an instructor if there is verification of illness, death in the family, or some other extenuating circumstance that has prohibited the student from completing the course work. A grade of “I” is rarely recorded at Bellarmine University and will be used only in the case of extreme emergency. When possible, the candidate should discuss an incomplete grade in advance with the instructor.
DIVERSITY/TECHNOLOGY/DISPOSITIONS: EDUG 672 is a required course for the Masters of Arts in Education program. Candidates are expected to apply course content to the Kentucky Teacher Standards – Advanced Level and their self-assessment relative to those standards. Candidates also are expected to apply professional teacher dispositions in relation to developmentally appropriate instruction, effective work with all students and other professionals, and in those activities commensurate with teacher leadership. Openness to feedback from the candidate’s faculty mentor (and other educational professionals) is an integral professional disposition.

Course content includes diversity components including making accommodations for learner needs, culturally responsive teaching, and appreciating student diversity particularly as each relates to the candidate’s own professional development and the professional development plan in teacher leadership to be implemented with colleagues. Working effectively with diverse learners and professionals may be a focal point of the candidate’s professional growth plan as it relates to the teacher leadership role, and certainly is a focal point of this course in developing effective teacher leadership skills and dispositions.

Candidates will be expected to use technology in their course assessments as well as determine areas of growth (from their technology screening) in the use of standard and assistive technology in their own teaching. The integration of technology into the classroom or school may be a focal point of the candidate’s professional growth plan as well as the school improvement plan of the candidate’s school or field placement.

INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION: Students with disabilities, who require accommodations such as academic adjustments and/or auxiliary aids or services for this course, must contact the Disability Services Coordinator (located in the Counseling Center, 4th Floor, BOB, 272-8480). The instructor, upon notification from Disability Services, will then meet with the student to discuss appropriate strategies. Please do not request accommodations directly from the instructor.

(The instructor reserves the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.) The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first.

Should you decide to withdraw from this course, please be aware that October 19, 2011 is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed
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ASSESSMENT/OBJECTIVE MATRIX FOR EDUCATION 672*

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>LEARNER OBJECTIVE</th>
<th>KY TEACHER STANDARDS</th>
<th>AFTSE Objectives</th>
<th>CEC** STANDARDS (for diversity)</th>
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<td>1. Participation/ Attendance</td>
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<td>1, 7, 8</td>
<td>3</td>
<td>CC1K3-7</td>
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<tr>
<td>2. Reflection Essays</td>
<td>1,2,3,5,6</td>
<td>1, 6, 7</td>
<td>2, 5</td>
<td>CC1K3-7</td>
</tr>
<tr>
<td>4. Leadership Inventories and Activities</td>
<td>1,2</td>
<td>1, 2, 5, 7, 8, 10</td>
<td>1, 2, 3, 4, 5</td>
<td>CC1K1-10 CC2K7</td>
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<tr>
<td>5. Leadership Initiative</td>
<td>2,3</td>
<td>1, 6, 8</td>
<td>1, 2, 3, 4, 5</td>
<td>CC2K2</td>
</tr>
<tr>
<td>6. School Leadership Audit</td>
<td>1,2,4,5</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td>CC2K2 CC2K5,6</td>
</tr>
</tbody>
</table>

*Each assessment tool reflects particular learner objectives, KY teacher standards, and AFTSE Objectives, as delineated in the syllabus.
**Council for Exceptional Children (CEC) Standards
BELLARMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

Syllabus EDUG 673
Teacher Leadership for Communities of Practice

Spring 2012
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR: Dr. Chris Walsh
OFFICE: ALLN 315
PHONE: 272.8339
E-MAIL: cwalsh@bellarmine.edu (email is preferred communication)
OFFICE HOURS: Monday 2:30-4:00; Wednesday 9:30-11:00; Thursday 12:00-1:00; or by appointment
CLASS MEETING TIMES: Saturdays (1/7, 1/28, 2/25, 3/17, 3/31, 4/28), 8:30am-3:30pm

Supplemental reading materials provided by the instructor.

**COURSE DESCRIPTION:** EDUG 673 is designed to provide the teacher leader with the fundamental knowledge and dispositions to utilize best practices in professional learning communities; the skills of coaching and mentoring for the improvement of student achievement; the characteristics of the change process to successfully lead school improvement projects; the tenets of good professional development, presentation skills, and job-embedded professional growth; and knowledge of the fundamental issues of school law and finance pertinent to the classroom teacher, school, and teacher leader. This course includes a practicum experience of least 10 practicum hours to successfully complete the course.

The course connects to both the theme of the School of Education (*Educator as Reflective Learner*) and to its Conceptual Framework by requiring candidates to use Valli’s (2003) five types of reflection: technical, deliberative, personalistic, critical, and reflection in-and-on action. Candidates will apply content from text reading, class discussion, field observation, and group experiences to their reflections on their role as teacher leaders.

Kentucky’s Core Content for Assessment, Commonwealth Accountability Testing System, Program of Studies, Learner Goals and Expectations, and Kentucky Teacher Standards (Advanced Level Performance) are explored and addressed through discussion, course and anchor assessments, and projects as they relate to the integration of theory into practice for the teacher leader candidate. Additionally, EPSB themes of diversity, assessment, literacy/reading, and closing the achievement gap, are integrated into coursework and assessments as detailed in the Master of Arts in Education in Teacher Leadership (P-12) Matrix (www.bellarmine.edu/education/forms.asp).

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION:** To prepare dynamic educators to serve, work, and lead in a changing global community.

**PROGRAM OBJECTIVES:**
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmark or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in EDUG 673:
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

COURSE/LEARNER OBJECTIVES: (NOTE: Each objective is tied to one (or more) of the strands in the standards crosswalk available at this link: Master of Arts in Education in Teacher Leadership (P – 12) Matrix (www.bellarmine.edu/education/forms.asp)

The candidate will:
- Explore the research base and processes involved in the establishment of a Professional Learning Community (Strands I, II, III, IV, V, VII, VIII, IX, X);
- Demonstrate competency with coaching and mentoring protocols through application of strategies used in various coaching roles (Strands I, II, III, IV, V, VI, VII, VIII, IX, X);
- Demonstrate ability to apply understanding of the change process to the challenges teacher leaders face in leading/implementing reforms (Strands VII, VIII, X);
- Design a professional development session for elementary, middle or high school staff (Anchor Assessment 2);
- Design and facilitate high quality professional development (Strands I, II, III, IV, V, VI, VII, VIII, IX, X);
- Explore the ethical, legal, and resource management issues pertinent to the role of teacher leader (Strands VII, X); and
- Participate in a practicum experience to provide an in-depth understanding and application of training in the development and leadership of professional learning communities for literacy learning and mentoring/coaching teachers (Strands I, II, III, IV, V, VI, VII, VIII, IX, X).
COURSE REQUIREMENTS/ASSIGNMENTS/METHODOLOGIES
In order to achieve the course objectives, the following instructional strategies may be employed. This list is not meant to be all-inclusive.

- Lecture and discussion, small and large group exercises for problem solving, project development and the application of course content
- Guest speakers
- Independent methodologies including: individual study and reflection; reviewing journal articles; searching the Internet, texts, reference materials and professional journals; and attending to local and national media for issues that relate to the course content
- Candidate presentations
- Search of internet resources
- Interpretation of self-assessment instruments

COURSE REQUIREMENTS:
Define and Lead Professional Learning Community (PLC) (20 pts.)
Candidates will implement a Professional Learning Community in their schools at the department, team or grade level, using the model described in course content. In a short (4-5 pages) reflective essay, candidates will use Valli’s reflective genre to articulate the benefits of and the obstacles to implementing or sustaining PLC’s in their own school setting.

Demonstrate Knowledge and Skills for Mentoring and Coaching (20 pts.)
The candidate will utilize the resources of the Bellarmine Center for Teaching Excellence and Leadership to explore the domains of mentoring standards and coaching protocols. Candidates will coach and mentor a new teacher at their school in an area of growth related to the teacher’s professional growth plan. Candidates will mentor and coach at least one teacher in his/her school using mentoring standards and coaching protocols. Subsequently, the candidate as well as the teacher will complete an assessment of the candidate’s performance using the standards to identify areas of strength and opportunities for growth. This is a component of the supervised practicum experience.

Design a Proposal for a Cultural, Instructional, or Organizational Change (10 pts.)
Develop a plan for change that aligns with the Standards and Indicators for School Improvement and demonstrates impact on Pre K-12 student learning in one of the following focus areas: improving achievement levels of diverse populations; developing skills to assess student learning; implementing literacy initiatives; designing strategies to close the achievement gap; and/or incorporating the Educational Planning and Assessment System (EPAS) College Readiness Standards and Program of Studies Alignment into teaching practice in their schools. In collaboration with school or district personnel, the candidate will present the proposal to the site-based decision-making council or instructional leadership team. (The candidate may propose the professional development initiative selected for Anchor Assessment 2).

Complete Anchor Assessment: Leadership in School Improvement Through Professional Development (30 pts.) The candidate will design a professional development session for elementary, middle or high school staff based on assessment
data and the school improvement plan. This is a component of the supervised practicum experience. (See Anchor Assessment Guidelines and Rubric).

**Professional Responsibilities of the Teacher Leader** (10 pts.)  Using a template provided by the instructor, the candidate will review his/her school’s Site-Based Decision-Making Council’s policies for relevance to ethical, legal, and financial policies and regulations.

**Attendance. Participation and In Class / Homework Assignments** (10 pts.)
Attendance will serve as a reflection of the candidate’s commitment to his/her program. Attendance at all class sessions is expected. Please discuss any exceptions with the instructor - in advance. Participation points cannot be earned when absent, regardless of the reason for the absence.

**SUBMISSION OF REQUIRED FORMS:** It is required that the following forms be submitted to LiveText: Anchor Assessment 2

**GRADING:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning community</td>
<td>20</td>
</tr>
<tr>
<td>Coaching and mentoring</td>
<td>20</td>
</tr>
<tr>
<td>Change</td>
<td>10</td>
</tr>
<tr>
<td>Anchor assessment 2</td>
<td>30</td>
</tr>
<tr>
<td>Professional responsibilities</td>
<td>10</td>
</tr>
<tr>
<td>Attendance. Participation and In Class / Homework Assignments</td>
<td>10</td>
</tr>
</tbody>
</table>

Total possible points 100

A (94-100)  A- (91-93)  B+ (88-90)  B (84-87)  B- (81-83)  C (75-80)  F (Below 75)

**OTHER RELEVANT POLICIES AND PROCEDURES**

Late Work
Students are expected to meet all deadlines for the course. Failure to do so will result in a reduction in grade.

Incomplete “I” Grade
An incomplete “I” grade may be recorded by an instructor if there is verification of illness, death in the family, or some other extenuating circumstance that has prohibited the student from completing the course work. A grade of “I” is rarely recorded at Bellarmine University and will be used only in the case of extreme emergency. When possible, the candidate should discuss and incomplete grade in advance with the instructor.

**DIVERSITY/TECHNOLOGY/DISPOSITIONS:** EDUG 673 is a required course for the Masters of Arts in Education program. Candidates are expected to apply course
content to the Kentucky Teacher Standards – Advanced Level and their self-assessment relative to those standards. Candidates also are expected to apply professional teacher dispositions in relation to developmentally appropriate instruction, effective work with all students and other professionals, and in those activities commensurate with teacher leadership. Openness to feedback from the candidate’s faculty mentor (and other educational professionals) is an integral professional disposition.

Course content includes diversity components including making accommodations for learner needs, culturally responsive teaching, and appreciating student diversity particularly as each relates to the candidate’s own professional development and the professional development plan in teacher leadership to be implemented with colleagues. Working effectively with diverse learners with a focus on eliminating the achievement gap as well as with professionals may be a focal point of the candidate’s professional growth plan as it relates to the teacher leadership role, and certainly is a focal point of this course in developing effective teacher leadership skills and dispositions within the context of communities of practice.

Candidates will be expected to use technology in their course assessments and Anchor Assessment as well as determine areas of growth (from their technology screening) in the use of standard and assistive technology in their own teaching and leading. The integration of technology into the classroom or school may be a focal point of the candidate's professional growth plan as well as the professional development plan/session in the candidate’s school or field placement.

INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION: Students with disabilities, who require accommodations such as academic adjustments and/or auxiliary aids or services for this course, must contact the Disability Services Coordinator (located in the Counseling Center, 4th Floor, ALLN, 452-8480). The instructor, upon notification from Disability Services, will then meet with the student to discuss appropriate strategies. Please do not request accommodations directly from the instructor.

(The instructor reserves the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.)

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (452-8071).

Should you decide to withdraw from this course, please be aware that March 14 is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule from the Registrar’s Office or the electronic Bellarmine University Master
Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2007-2009 (pp.315 – 316) and in the 2008-2009 Student Handbook; both documents are available online via the student portal on the University’s intranet. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems or information. The following university policies govern this course:

- Initial sanctions for instances of academic dishonesty may be imposed by the instructor or the appropriate dean. The choice of penalty ranges from a minimum penalty of failing the assignment or test to failing the course itself.
- Following initial sanctions, all cases of academic dishonesty will be reported by the faculty to the Vice President of Academic Affairs of the university, who has the authority to determine a more stringent penalty including dismissal for the reported act, depending in part, on the student’s previous record of academic dishonesty. The student will be required to have a conference with the dean of his/her college, or the dean’s designee.
- A second offense during the course of a student’s academic career at Bellarmine will result in immediate suspension of the student for the semester in which the most recent offense took place.
- A third incidence of academic dishonesty during a student’s academic career at Bellarmine will result in immediate academic dismissal from the university by the Vice President of Academic Affairs.
- Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.
Leader in School Improvement Through Professional Development

Anchor Assessment
EDUG 673 Teacher Leadership for Communities of Practice

The Teacher Leader candidate will identify a priority need area utilizing data available from the school that necessitates professional development for teachers. The candidate will develop a plan for this professional development in partnership with the principal and other school personnel.

Preparation for the Plan (in collaboration with school partners):

- Identify and recruit stakeholders to co-design the professional development activities;
- Identify a priority need area using relevant data;
- Conduct effective planning meetings to design the professional development activities;
- Plan a session that incorporates the characteristics of best practices in professional development and addresses adult learning styles and processes;
- Incorporate a system for the monitoring of implementation of the professional development;
- Incorporate a plan for measuring the impact on student achievement;
- Oversee and facilitate the implementation of the professional development activity;
- Write a two-to-three page reflection on your efforts, utilizing both Valli’s personalistic and in-and-on action genres and include insights on what worked, how you know it was successful, and what you might change if you replicated the process.
## Anchor Assessment Rubric

<table>
<thead>
<tr>
<th>Elements **</th>
<th>Bellarmine Strands (based on KTS &amp; SPA standards, etc. in Bellarmine Master of Arts in Education in Teacher Leadership Matrix) *</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses data from the school’s improvement plan to identify a professional development focus for school faculty and/or staff.</td>
<td>V - X</td>
<td>Candidate demonstrates a comprehensive analysis of relevant data and identifies a focus area congruent with the findings.</td>
<td>Data is not thoroughly analyzed and/or there is little or no correlation between data and the focus area.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies and recruits stakeholders to co-design necessary professional development activities.</td>
<td>III, VIII, IX X</td>
<td>Candidate involves principal and other school personnel, encourages active participation, and provides documentation of participant input.</td>
<td>Candidate fails to involve appropriate stakeholders or provides no documentation of stakeholder involvement in the process.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducts planning meetings to design professional development activities.</td>
<td>VII, VIII, IX, X</td>
<td>Candidate utilizes effective meeting strategies to lead the team in the development process.</td>
<td>Candidate fails to utilize effective meeting strategies to lead the team in the development process.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices effective group processes.</td>
<td>VII, VIII, X</td>
<td>Candidate utilizes good oral and written communication skills and resolves conflict, where appropriate.</td>
<td>Fails to utilize good communication skills and/or conflict resolution skills.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designs a professional development process that is job-embedded.</td>
<td>VII, VIII, IX, X</td>
<td>The professional development plan calls for a sustained, intensive, classroom focused approach with the intention of causing positive and lasting impact on classroom practice.</td>
<td>The professional development plan fails to reflect a process of a sustained, intensive, classroom focused approach with the intention of causing positive and lasting impact on classroom practice.</td>
</tr>
<tr>
<td>Comments:</td>
<td>classroom practice.</td>
<td></td>
<td></td>
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<tr>
<td>----------------</td>
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<td></td>
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</tr>
<tr>
<td><strong>Designs a professional development process that focuses on the content and performances that lead P - 12 students to mastery of relevant standards.</strong></td>
<td>I - X</td>
<td>The professional development plan calls for a focus on an accepted set of standards such as the Program of Studies, Early Childhood Standards, Character Education, Kentucky Learner Goals, College Readiness Standards, etc.</td>
<td>The plan fails to reference the content or performance standards relevant to the overall goals of the professional development.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Designs a professional development plan that focuses on research-based practices for improving student performance.</strong></td>
<td>I - X</td>
<td>The professional development plan includes effective research-based practices, identifying the focus as a proven method for reducing barriers to student achievement.</td>
<td>The professional development plan fails to include effective research-based practices, that identify focus as a proven method for reducing barriers to student achievement.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Conducts a professional development session(s) that is/are grounded in the critical attributes of adult pedagogy.</td>
<td>VII, VIII, IX X</td>
<td>The session incorporates appropriate adult pedagogy such as reflective practice, feedback, choice, peer interaction, mentoring, active inquiry and investigations, collegial networks.</td>
<td>The session fails to incorporate the appropriate attributes of adult pedagogy.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designs a system for the long-range evaluation of the effect of the professional development on student achievement.</td>
<td>I - X</td>
<td>The project incorporates an effective plan for ongoing evaluation of the impact of the professional development on student achievement.</td>
<td>The project does not incorporate an effective plan for ongoing evaluation of the impact of the professional development on student achievement.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oversee implementation of professional development activities.</td>
<td>V - X</td>
<td>The candidate either delivers or facilitates the delivery of the professional development activity, including marketing, facility acquisition, and provision of equipment and materials.</td>
<td>The candidate fails to thoroughly organize and successfully deliver the professional development activity.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Uses a coaching or mentoring process to monitor the ongoing implementation of the targeted professional development area and the impact on teacher practices.</td>
<td>V - X</td>
<td>The candidate includes an effective monitoring plan for the ongoing evaluation of the impact of the professional development on teacher practices.</td>
<td>The candidate does not include an effective monitoring plan for the ongoing evaluation of the impact of the professional development on teacher practices.</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes a two-to-three-page reflective essay using specific Valli genres that demonstrates ongoing</td>
<td>I - X</td>
<td>The essay incorporates both Valli’s personalistic and in-an-on action</td>
<td>The essay does not incorporate both Valli’s personalistic and in-an-on action genres; does not speak to the strengths</td>
</tr>
<tr>
<td>learning from the professional development project.</td>
<td>genres; speaks to the strengths and challenges of the professional development project, including suggestions for revision if replicated.</td>
<td>and challenges of the professional development project, and/or does not include suggestions for revision if replicated.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*See Bellarmine Master of Arts in Education in Teacher Leadership Matrix
**Assessment point values for this rubric to be determined
BELLARMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

LITR 621: Literacy Assessment and Instruction - I
Fall 2012
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR: Dr. Theresa Magpuri-Lavell
OFFICE: 329 Allen Hall
PHONE: 272-8285 (office)
E-MAIL: tmagpurilavell@bellarmine.edu
OFFICE HOURS: Tues 3-5 and by appointment

CLASS MEETING TIMES: Tuesdays 5:30-8:00
August 23, 2012 – December 13, 2012
003 Horrigan Hall
TEXTBOOKS:


COURSE DESCRIPTION: Evidence-based literacy assessment and instruction practices relative to teaching emergent and developing readers in grades P-2. Areas of particular focus include common core standards for early/emergent readers and writers, classroom assessment and developmental teaching tactics, response to intervention strategies (RtI), and family involvement. Other topics include linguistic development, phonological awareness, phonics and other decoding skills, early emergent writing development, and reading comprehension. Also included are methods for addressing the needs of English learners (EL), selection of appropriate learning materials for diverse learners, grouping and class management strategies. This course includes a practicum experience.

Course content includes the integration of the Kentucky Teacher Standards (Advanced Level) as well as the Kentucky Core Academic Standards. The School of Education’s theme, *EDUCATOR AS REFLECTIVE LEARNER*, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.
PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmark or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in LITR 621:
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

International Reading Association (IRA) Standards for Reading Professionals

Standard 1, Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2, Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
Standard 3, Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4, Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5, Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6, Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

COURSE/LEARNER OBJECTIVES:
As a result of experiences in and out of this class, students will
1. develop literacy knowledge, strategies, and dispositions that will equip them to implement best practice literacy instruction for grades K-3.
2. interpret major theories of early literacy processes and development to understand the needs of all readers in diverse contexts.
3. synthesize research and evidence-based literacy strategies for developing oral language, reading, writing, speaking, listening, and thinking skills.
4. plan, deliver, and reflect on instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, and fluency.
5. administer appropriate reading assessments to plan and evaluate effective reading instruction for students; especially those who struggle with literacy.
6. develop an understanding of the importance of family/community connections in the early literacy acquisition process.
7. participate in a practicum experience to gain an in-depth understanding and application of evidence-based literacy materials and practices P-12.

COURSE REQUIREMENTS AND ASSIGNMENTS: A detailed assignment description and scoring rubric will be provided for each major assignment.

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Action Plans (3 x 20 pts each)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness and Phonics Knowledge Requirements</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Early Literacy Analysis Paper</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Practicum Experience (2 class sessions x 5 pts each)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Class Involvement (13 classes x 5 pts each)</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>200</strong></td>
<td></td>
</tr>
</tbody>
</table>
• **Classroom Action Plans**
There will be three (3) Classroom Action Plans (CAP) assigned for each student to implement in her/his classroom or with a student you identify (this option is only for those who do not have a classroom of their own). Each CAP will be linked to the appropriate Kentucky Core Academic Standard for English/Language Arts. The following are the topics for each CAP:
   1. Creating a Literate Environment that Fosters Reading and Writing
   2. Phonological Awareness or Phonics Assessment and Strategy
   3. Fluency Assessment and Strategy

- Each student will administer a total of two (2) reading assessments - one for phonological awareness or phonics and fluency in her/his classroom. Using the assessment results, you will collaborate in class to analyze the results for the purpose of grouping students effectively and planning instruction for your students.
- Each student will develop reading instruction that is responsive to diversity. You will specify in each CAP adaptations to the instructional material and/approach to meet the needs of language-proficiency of English learners and students who struggle to learn to read and write.
- Each student will specify at least one activity that will connect school and home in the practice of phonological awareness or phonics and fluency.

• **Phonemic Awareness and Phonics Knowledge Requirements**
Each student must fulfill a phonemic awareness and phonics knowledge requirement to pass this course. This is satisfied by 1) completing *Phonics, Phonemic Awareness, and Word Analysis for Teachers Self-Tutorial* (5 pts) and 2) passing a phonemic awareness and phonics knowledge test with 85% (17/20) accuracy. Students will be allowed to retake the test until 85% accuracy is achieved.

• **Early Literacy Analysis Paper**
Each student will research and analyze a major theory of early literacy acquisition (examples will be provided in class) and implications of this information for instruction. Each student will write an analysis of the early literacy acquisition theory focusing on the major tenets, how the research was conducted, the implication on early literacy instruction, how diversity influences the reading development of students, and reflection.

• **Practicum Experience**
Each student will be required to complete 10 hours of a supervised practicum experience. The practicum location will be determined. Each student will work with children and adolescents implementing evidence-based literacy materials and practices P-12

• **Final Exam**
There will be a final exam over text readings, class notes, handouts, and articles that will be a combination of short answer, multiple choice, and/or essay questions. *Students missing a test day due to illness/emergency must notify instructor the day of the test that he/she will be absent and the reason for the absence. The instructor will then determine if and when a make-up test will be given. The format of the make-up exam is at the discretion of the instructor, and may be essay.*
• Class Involvement and Joint Productive Activities
You are expected to attend all class sessions. Students will participate in Instructional Conversations (IC) and Joint Productive Activities (JPA) during the course. These activities will be both whole and small group activities to enhance student learning and gauge learner’s skills and knowledge of the assigned readings.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-94%</td>
<td>A-</td>
</tr>
<tr>
<td>89-87%</td>
<td>B+</td>
</tr>
<tr>
<td>86-84%</td>
<td>B</td>
</tr>
<tr>
<td>83-80%</td>
<td>B-</td>
</tr>
<tr>
<td>79-75%</td>
<td>C</td>
</tr>
<tr>
<td>Below 75%</td>
<td>F</td>
</tr>
</tbody>
</table>

ASSIGNMENT FORMAT AND EXPECTATIONS:

Absence and Class Tardies
You are allowed one unexcused absence from one class. Each absence, beginning with the second absence, results in a reduction of 5 points from the final average of each course. After two absences, you will be required to meet with the professor to discuss your continuance in the course. Punctuality is required of all students. Being late for class and/or leaving class early twice will be equivalent to one absence.

Class Participation
Class discussions are critical to the course. Candidates’ contributions are valued and encouraged. I expect that you will participate in small and large group discussion. All candidates will treat one another with courtesy, respect, and an open mind to experiences and viewpoints that may differ from their own perspective. We are all learners in this process; sharing ideas will serve to strengthen the meaningfulness of the course content

Written Assignments
Writing quality is always considered on every assignment! All assignments must be neatly word processed using 12 point font, double-spaced, and adhere to rules of Standard English grammar, spelling and punctuation. All assignments utilizing references/citations must use APA style. Complete information available at the Purdue On-Line Writing Lab (OWL) http://owl.english.purdue.edu/owl/section/2/10/ and APA 6th edition manuals may be purchased in the bookstore.

Late Assignments
All assignments are due at the beginning on class on their due date. Work not turned in at the time collected will be designated as late and subject to a reduction in points. Late work will only be accepted with prior approval of the instructor and will be penalized 3 points per every date late.
Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first.

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**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:** Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of the ALLEN Bldg., 272-8480).

*Dr. Magpuri-Lavell reserves the right to modify the syllabus during the semester to meet the needs of the class. Any changes to this syllabus will be announced in class.*

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware that **October 24, 2012** is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at [http://www.bellarmine.edu/registrar/RegForms.asp](http://www.bellarmine.edu/registrar/RegForms.asp).

**CLASS FORMAT AND METHODOLOGY:** This class is generally organized using the *The Five Pillars of Effective Reading Instruction* (Cooter, 2009). The five pillars:
Teacher Knowledge, Classroom Assessment, Effective Practice, Differentiated Instruction, and Family/Community Connections will provide an integral supporting structure and help organize your understanding of effective reading instruction.

Center for Research on Education, Diversity, and Excellence (CREDE) principles will serve as the pedagogical platform interspersed with lectures, guest speakers and technology when appropriate. The CREDE principles are:

- Joint Productive Activity: Facilitate learning and development through joint productive activity among leaders and participants.
- Language Development: Promote learners expertise in professional relevant discourse.
- Making Meaning: Contextualize teaching, learning, and joint productive activity in the experience and skills of participants.
- Cognitive Challenge: Challenge participants toward more complex solutions in addressing problems.
- Instructional Conversation: Engage participants in dialogue, especially the instructional conversation.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: The focus of LITR 621 requires students to carefully examine and reflect on evidence-based instructional practices in reading and writing that have demonstrated effectiveness in developing the literacy skills for all students in a variety of settings with the goal of closing the achievement gap.

Students are expected to be knowledgeable of the Kentucky Teacher Standards – Advanced Level. Students are introduced to the Kentucky Academic Core Standards for English/Language Arts and the International Reading Association Standards and how they apply to course content. Students are expected to be aware of teacher dispositions in relation to developmentally appropriate instruction and working effectively with all students.

Students will be introduced to the use of technology in the classroom and how it be can be used to develop literacy skills, as well as using it themselves for assignments and projects. LITR 621 explores the need for cultural and ethnic awareness, the effects of racism and poor expectations on students and school, and the importance of teacher awareness. Discussions about diverse populations will be a focus of this course to prepare teachers who have the knowledge, skills, and dispositions necessary to successfully teach diverse learners.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 (Summer 2012) and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. (Fall 2012 information is in the 2012-13 Course Catalog and 2012-13 Student Handbook.) Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts.
Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

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SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

**ASSESSMENT/OBJECTIVE MATRIX FOR LITR 621MA**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Objective</th>
<th>AFTSE Objective</th>
<th>KY Teacher Standards</th>
<th>*IRA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Action Plans</td>
<td>1-6</td>
<td>1-5</td>
<td>1-8</td>
<td>1-6</td>
</tr>
<tr>
<td>Phonemic Awareness and Phonics</td>
<td>1,3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge Requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Literacy Analysis Paper</td>
<td>1-6</td>
<td>1-5</td>
<td>1-8</td>
<td>1-6</td>
</tr>
<tr>
<td>Practicum Experience</td>
<td>1-5,7</td>
<td>2-5</td>
<td>1-10</td>
<td>1-6</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1,3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Each assessment tool reflects particular learner objectives, KY teacher standards, and AFTSE goals, as delineated in the syllabus.

* International Reading Association (IRA)
BELLAIRMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

LITR 622: Literacy Assessment and Instruction - II
Spring 2013
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR: Dr. Theresa Magpuri-Lavell
OFFICE: 329 Allen Hall
PHONE: 272-8285 (office)
E-MAIL: tmagpurilavell@bellarmine.edu
OFFICE HOURS: Tues 3-5 and by appointment

CLASS MEETING TIMES: Wednesdays 5:30-8:00
January 3, 2013 – May 1, 2013
TEXTBOOKS:


COURSE DESCRIPTION: Evidence-based literacy assessment and instruction practices relative to teaching developing readers in grades 3-6. Areas of particular focus include relevant common core standards, comprehension development in core subject area texts (nonfiction), fluency development, and academic vocabulary expansion. Other topics explored include response to intervention strategies (RtI), family involvement methods for addressing the needs of English learners (EL), selection of appropriate learning materials for diverse learners, grouping and class management strategies. This course includes a practicum experience. Prerequisite: LITR 621.

Course content includes the integration of the Kentucky Teacher Standards (Advanced Level) as well as the Kentucky Core Academic Standards. The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmark or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program
assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in LITR 622:

1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

International Reading Association (IRA) Standards for Reading Professionals

Standard 1, Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2, Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3, Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4, Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5, Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6, Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.
COURSE/LEARNER OBJECTIVES:
As a result of experiences in and out of this class, students will
1. develop literacy knowledge, skills, and dispositions, and that will equip teachers to implement best practice literacy instruction for grades 3-6.
2. interpret major theories of literacy processes and development to understand the needs of all readers in diverse contexts.
3. develop reading, writing, listening, speaking and thinking strategies appropriate for a diverse group of learners.
4. plan, deliver, and reflect on instructional approaches supported by literature and research for the following areas: vocabulary, comprehension, reading-writing connection.
5. administer appropriate literacy assessments to plan and evaluate effective reading instruction for students in grades 3-6; especially those who struggle with literacy.
6. participate in a practicum experience to gain an in-depth understanding and application of evidence-based literacy materials and practices P-12.

COURSE REQUIREMENTS AND ASSIGNMENTS: A detailed assignment description and scoring rubric will be provided for each major assignment.

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Action Plans (3 x 20 pts each)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Literacy Action Research Project</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Presentation of Literacy Action Research Project</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Reading Program Evaluation Presentation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Submission of a Proposal to a Professional Organization</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Practicum Experience (2 class sessions x 5 pts)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Class Involvement (13 class sessions x 5 pts each)</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>220</td>
<td></td>
</tr>
</tbody>
</table>

- **Classroom Action Plans**
  1. There will be three (3) Classroom Action Plans (CAP) assigned for each student to implement in his/her classroom or with a student you identify (this option is only for those who do not have a classroom of their own). Each CAP will be linked to the appropriate Kentucky Core Academic Standard for English/Language Arts. The following are the topics for each CAP:
    a. Vocabulary Assessment and Strategy
    b. Comprehension Assessment and Strategy
    c. Reading-Writing Connections Strategy
  
  ➢ Each student will administer a total of two (2) reading assessments - one for vocabulary and comprehension in her/his classroom. Using the assessment results, you will collaborate in class to analyze the results for the purpose of grouping students effectively and planning reading instruction for your students.
  
  ➢ Each student will develop reading instruction that is responsive to diversity. You will specify in each CAP adaptions to the instructional material and/approach to meet the
needs of language-proficiency of English learners and students who struggle to learn to read and write.

- Each student will specify at least one activity that will connect school and home in the practice of vocabulary, comprehension, and writing.

- **Literacy Action Research Project and Presentation**
  This culminating project will demonstrate each student’s ability to identify a problem area with regards to literacy instruction in your classroom or school, collect and interpret data, design a plan of action to make a change, and evaluate the results. *It is suggested that you work on your project throughout the course, adding to it on a weekly basis after our readings and discussions on the various components of literacy.* Each student will present their project to the class at the end of the semester.

- **Reading Program Evaluation Presentation**
  Each student will work in a small group to select a reading program and present a critique of the program to the class. The presentation should include technology use, and should engage the participants in some way. Guidelines will be provided in class.

- **Practicum Experience**
  Each student will be required to complete 10 hours of a supervised practicum experience. The practicum location will be determined. Each student will work with children and adolescents implementing evidence-based literacy materials and practices P-12

- **Class Involvement and Joint Productive Activities**
  You are expected to attend all class sessions. Each student will participate in Instructional Conversations (IC) and Joint Productive Activities (JPA) during the course. These activities will be both whole and small group activities to enhance student learning and gauge learner’s skills and knowledge of the assigned readings.

- **Professional Organization Participation**
  Each student will be required to join one of the Literacy/English/Language Arts professional organizations (IRA, ALER, NCTE, IDA, etc.) and submit a proposal for a poster session.

**GRADING SCALE:**

- 95-100%   A
- 90-94%     A-
- 89-87%     B+
- 86-84%     B
- 83-80%     B-
- 79-75%     C
- Below 75%  F

**ASSIGNMENT FORMAT AND EXPECTATIONS:**

**Absence and Class Tardies**
You are allowed one unexcused absence from an evening class.
Each absence, beginning with the second absence, results in a reduction of 5 points from the final average of each course. After two absences, you will be required to meet with the professor to discuss your continuance in the course. Punctuality is required of all students. Being late for class and/or leaving class early twice will be equivalent to one absence.

**Class Participation**
Class discussions are critical to the course. Candidates’ contributions are valued and encouraged. I expect that you will participate in small and large group discussion. All candidates will treat one another with courtesy, respect, and an open mind to experiences and viewpoints that may differ from their own perspective. We are all learners in this process; sharing ideas will serve to strengthen the meaningfulness of the course content.

**Written Assignments**
Writing quality is always considered on every assignment! All assignments must be neatly word processed using 12 point font, double-spaced, and adhere to rules of Standard English grammar, spelling and punctuation. All assignments utilizing references/citations must use APA style. Complete information available at the Purdue On-Line Writing Lab (OWL) [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/) and APA 6th edition manuals may be purchased in the bookstore.

**Late Assignments**
All assignments are due at the beginning on class on their due date. Work not turned in at the time collected will be designated as late and subject to a reduction in points. Late work will only be accepted with prior approval of the instructor and will be penalized 3 points per every date late.

Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

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- **Cognitive Challenge:** Challenge participants toward more complex solutions in addressing problems.
- **Instructional Conversation:** Engage participants in dialogue, especially the instructional conversation.
DIVERSITY/TECHNOLOGY/DISPOSITIONS: The focus of LITR 622 requires students to carefully examine and reflect on evidence-based instructional practices in reading and writing that have demonstrated effectiveness in developing the literacy skills for all students in a variety of settings with the goal of closing the achievement gap.

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<th>*IRA Standard</th>
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<td>1-5</td>
<td>1-5</td>
<td>1-8</td>
<td>1-5</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>1,3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Literacy Action Research Project and Presentation</td>
<td>1-5</td>
<td>1-5</td>
<td>1-8</td>
<td>1-6</td>
</tr>
<tr>
<td>Reading Program Evaluation Presentation</td>
<td>1,3,4</td>
<td>1,4,5</td>
<td>1,6,7,8</td>
<td>1-5</td>
</tr>
<tr>
<td>Practicum Experience</td>
<td>1-6</td>
<td>1-5</td>
<td>1-10</td>
<td>1-6</td>
</tr>
</tbody>
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* International Reading Association (IRA)
BELLMARINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

LITR 627: Teaching Writing: A Workshop Approach
Summer 2012
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

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INSTRUCTOR: Dr. Theresa Magpuri-Lavell
OFFICE: 329 Allen Hall
PHONE: 272-8285 (office)
E-MAIL: tmagpurilavell@bellarmine.edu
OFFICE HOURS: by appointment

CLASS MEETING TIMES: Mondays, Wednesdays, & Thursdays 8:30-12:15
July 2, 2012 – August 2, 2012
Library A24
TEXTBOOKS:
Required:

Recommended:
Everyday Editing: Inviting Students to Develop Skill and Craft in Writer’s Workshop by Jeff Anderson.
Craft Lessons Teaching Writing K-8 by Ralph Fletcher and Joann Portalupi
Notebook Know-How by Aimee Buckner
The Art of Teaching Writing by Lucy McCormick Calkins
Reviser’s Toolbox by Barry Lane

COURSE DESCRIPTION: This course will focus on how teachers can foster quality writing in their students by emphasizing how to establish and manage an effective writing classroom including how to write in many real-world genres. Additional emphasis will be on analyzing writing samples.

Course content includes the integration of the Kentucky Teacher Standards (Advanced Level) as well as the Kentucky Core Academic Standards. The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

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3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in LITR 627:
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

International Reading Association (IRA) Standards for Reading Professionals
Standard 1, Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
Standard 2, Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
Standard 3, Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
Standard 4, Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
Standard 5, Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
Standard 6, Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

COURSE/LEARNER OBJECTIVES:
As a result of experiences in and out of this class, students will
1. develop an understanding of the writer’s workshop and how to use it to organize writing instruction for all learners in diverse contexts.
2. research and apply learning about best practice in the field of writing.
3. interpret major theories of writing processes and development to understand the needs of all writers in diverse contexts.
4. select, administer, and interpret classroom writing assessments.
5. use foundational knowledge to design, plan, and implement evidence-based strategies for writing instruction through class simulations and demonstrations.
6. synthesize research and evidence-based literacy strategies for developing reading, writing, speaking, listening, and thinking skills.

COURSE REQUIREMENTS AND ASSIGNMENTS: A detailed assignment description and scoring rubric will be provided for each major assignment.

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reflection (4 x 5 pts each)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Standards Based Unit on a Genre/Form of Writing</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Writing Theory Analysis Paper</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Writing Program Evaluation Group Presentation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Writing Strategy Modeling Demonstration</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Class Involvement/JPAs (14 sessions x 5 pts each)</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>170</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **Weekly Reflection**
  Each student will post an end-of-the-week reflection using Valli’s five reflective processes on Blackboard’s Discussion Board. The posting you create will reflect on course material presented during the week, how it applies to their current curriculum and students, and changes or adaptations that will be made in their current instruction that have come about from the newly learned materials. Each student will be expected to respond to at least one of their colleagues’ weekly reflection posting. Due dates for each posting are listed on the Schedule of Activities and Assignments.

- **Standards Based Unit on a Genre/Form of Writing**
  Each student will design an instructional unit on a specific genre/form of writing that could potentially be used with their current curriculum. Lesson plans will include the use of the Writer’s Workshop as the framework for delivery of writing instruction, the Writing Process, writing craft lessons, lessons on the development of writing skills, and
formative assessments for learning activities. You will provide a clear and sequential daily outline for each day’s instruction in your unit. Each student will develop writing instruction that is responsive to diversity. Students will specify in each lesson plan adaptations to the instructional material and/approach to meet the language-proficiency needs of English learners and students who struggle to learn to read and write using the following format.

<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Learning Objective Addressed</th>
<th>Instructional Strategy/Activity</th>
<th>Needed Adaptations</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

- **Writing Theory Analysis Paper**
  Each student will research and analyze a major theory on the teaching and learning of writing to students in P-12 (examples will be provided in class) and implications of this information on writing instruction. Each student will write an analysis of the theory focusing on the major tenets, how the research was conducted, the implication(s) on writing instruction, how diversity influences the writing development of students, and reflection.

- **Writing Program Evaluation Group Presentation**
  Each student will work in a small group to select a writing program and present a critique of the program to the class. The presentation should include technology use, and should engage the participants in some way. Guidelines will be provided in class.

- **Writing Strategy Modeling Demonstration**
  Each student will work in a small group to plan and demonstrate an evidence-based writing strategy to the class.

- **Class Involvement and Joint Productive Activities (JPA)**
  You are expected to attend all class sessions. Students will participate in Instructional Conversations (IC) and Joint Productive Activities (JPA) during the course. These activities will be both whole and small group activities to enhance student learning and gauge learner’s skills and knowledge of the assigned readings.

**GRADING SCALE:**

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-94%</td>
<td>A-</td>
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<tr>
<td>89-87%</td>
<td>B+</td>
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<td>86-84%</td>
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<td>B-</td>
</tr>
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<td>C</td>
</tr>
<tr>
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<td>F</td>
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You are allowed one unexcused absence from one class. Each absence, beginning with the second absence, results in a reduction of 5 points from the final average of each course. After two absences, you will be required to meet with the professor to discuss your continuance in the course. Punctuality is required of all students. Being late for class and/or leaving class early twice will be equivalent to one absence.

Class Participation
Class discussions are critical to the course. Candidates’ contributions are valued and encouraged. I expect that you will participate in small and large group discussion. All candidates will treat one another with courtesy, respect, and an open mind to experiences and viewpoints that may differ from their own perspective. We are all learners in this process; sharing ideas will serve to strengthen the meaningfulness of the course content

Written Assignments
Writing quality is always considered on every assignment! All assignments must be neatly word processed using 12 point font, double-spaced, and adhere to rules of Standard English grammar, spelling and punctuation. All assignments utilizing references/citations must use APA style. Complete information available at the Purdue On-Line Writing Lab (OWL) http://owl.english.purdue.edu/owl/section/2/10/ and APA 6th edition manuals may be purchased in the bookstore.

Late Assignments
All assignments are due at the beginning on class on their due date. Work not turned in at the time collected will be designated as late and subject to a reduction in points. Late work will only be accepted with prior approval of the instructor and will be penalized 3 points per every date late.

Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

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later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:** Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of the ALLEN Bldg., 272-8480).

*Dr. Magpuri-Lavell reserves the right to modify the syllabus during the semester to meet the needs of the class. Any changes to this syllabus will be announced in class.*

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware that **July 19, 2012** is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at [http://www.bellarmine.edu/registrar/RegForms.asp](http://www.bellarmine.edu/registrar/RegForms.asp).

**CLASS FORMAT AND METHODOLOGY:** A variety of teaching and learning strategies will be utilized in this course including lecture, discussion, small group and individual work, demonstrations/presentations and research.

Center for Research on Education, Diversity, and Excellence (CREDE) principles will serve as the pedagogical platform interspersed with lectures, guest speakers and technology when appropriate. The CREDE principles are:

- **Joint Productive Activity:** Facilitate learning and development through joint productive activity among leaders and participants.
- **Language Development:** Promote learners expertise in professional relevant discourse.
- **Making Meaning:** Contextualize teaching, learning, and joint productive activity in the experience and skills of participants.
- **Cognitive Challenge:** Challenge participants toward more complex solutions in addressing problems.
- **Instructional Conversation:** Engage participants in dialogue, especially the instructional conversation.
DIVERSITY/TECHNOLOGY/DISPOSITIONS: The focus of LITR 627 requires students to carefully examine and reflect on evidence-based instructional practices in literacy that have demonstrated effectiveness in developing the literacy skills for all students in a variety of settings with the goal of closing the achievement gap.

Students are expected to be knowledgeable of the Kentucky Teacher Standards – Advanced Level. Students are introduced to the Kentucky Academic Core Standards for English/Language Arts and the International Reading Association Standards and how they apply to course content. Students are expected to be aware of teacher dispositions in relation to developmentally appropriate instruction and working effectively with all students.

Students will be introduced to the use of technology in the classroom and how it be can be used to develop literacy skills, as well as using it themselves for assignments and projects. LITR 627 explores the need for cultural and ethnic awareness, the effects of racism and poor expectations on students and school, and the importance of teacher awareness. Discussions about diverse populations will be a focus of this course to prepare teachers who have the knowledge, skills, and dispositions necessary to successfully teach diverse learners.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 (Summer 2012) and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. (Fall 2012 information is in the 2012-13 Course Catalog and 2012-13 Student Handbook.) Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.
SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

ASSESSMENT/OBJECTIVE MATRIX FOR LITR 627*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Objective</th>
<th>AFTSE Objective</th>
<th>KY Teacher Standards</th>
<th>*IRA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Strategy Modeling</td>
<td>1-5</td>
<td>1-5</td>
<td>1-8</td>
<td>1-5</td>
</tr>
<tr>
<td>Demonstration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards Based Unit on a Genre/Form of Writing</td>
<td>1-5</td>
<td>1-5</td>
<td>1-8</td>
<td>1-5</td>
</tr>
<tr>
<td>Writing Program Evaluation</td>
<td>1,3,4</td>
<td>1,4,5</td>
<td>1,6,7,8</td>
<td>1-5</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Theory Analysis Paper</td>
<td>1-5</td>
<td>1-5</td>
<td>1-8</td>
<td>1-6</td>
</tr>
<tr>
<td>Weekly Reflection</td>
<td>1,3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Each assessment tool reflects particular learner objectives, KY teacher standards, and AFTSE goals, as delineated in the syllabus.

* International Reading Association (IRA)
BELLARMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

LITR 630: 21st Century Literacies and Technology
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR: Dr. David Paige
OFFICE: ALLEN 318
PHONE: 272-8153
E-MAIL: dpaige@bellarmine.edu
OFFICE HOURS: Wednesday, 2-4

CLASS MEETING TIMES: Wednesdays, 4:30 – 7:30, June 8th – August 1st.

TEXTBOOK: No textbook required

SUPPLIES NEEDED: Access to computer tools and the internet are required and can be accessed in the computer lab in room 208 of the Allen Hall.
COURSE DESCRIPTION: This course will explore a range of 21st Century Literacies and their implications for school-based literacy education. It will examine how digital technologies and new literacy platforms can be integrated seamlessly into traditional approaches to literacy instruction thereby opening up a broader repertoire of literacy practices and pedagogies for teachers and learners. Course topics include an exploration of the theoretical and practical foundations of literacy media as well as experiences with the production of new literacy media.

Course content includes the integration of the Kentucky Teacher Standards (Initial or Advanced Level) as well as the Kentucky Core Academic Standards and/or Kentucky’s Core Content for Assessment and Program of Studies (as appropriate). The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmark or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.
KENTUCKY TEACHER STANDARDS ADDRESSED in LITR 630 (bolded):

1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
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International Reading Association (IRA) Standards for Reading Professionals

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Standard 6, Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

COURSE/LEARNER OBJECTIVES:

1. Students will acquire both a theoretical and practical foundation comparing traditional approaches to literacy and how those approaches have been broadened with current research in new media and new literacies.
2. Students will work collaboratively and collectively to build their knowledge on how to integrate digital technologies in literacy instruction.
3. Students will create concrete experiences with the production and use of new media in learning and communications contexts.

COURSE REQUIREMENTS AND ASSIGNMENTS: A detailed assignment description and scoring rubric will be provided for each major assignment.

1. Analysis paper in line with the themes of New Media Literacies
2. Learning Week Assignments (4 at 50 each) 200
3. Weekly Blogs on weekly reading and class sessions 100
4. Collaborative Multimedia Project 200
5. Lesson Plan for the integration of digital technologies in reading or writing at the elementary, middle, or high school level. 200

Total Points: 800

NARRATIVE, COURSE REQUIREMENTS AND ASSIGNMENTS:

1. **Analysis Paper (100 points):** For this paper the student will write an overview of the various new media literacies that will consist of identifying each media, describing its function and use, and providing an example of how it can be used within literacy instruction. At a minimum new media literacies that are expected to be summarized include wiki’s, blogs, texts, tweets, and Facebook. This paper should consist of 1,000 to 1,500 words and conform to APA (6th edition) formatting and graduate level use of English grammar. A scoring rubric will be provided to assist in your construction of the paper.

2. **Learning Week Assignments (200 points):** four assignments will be given by the instructor as the course progresses. Each assignment is worth 50 points and requires the student to develop one new literacy technology for use as a literacy instruction tool. Students will bring their tool to class to demonstrate for class colleagues. For each tool, the student is to also submit a one-page description that addresses the following:
   a. Name of the tool
   b. KY Common Core literacy standard(s) and learning objective(s) that are addressed by the lesson for which the tool application was designed
   c. A description of the assignment/activity for students involving the tool
   d. An outline describing the procedure for presenting and demonstrating the tool and explaining the assignment to students.
   e. How the particular assignment will be assessed.

3. **Weekly Blog Postings (100 points):** students will be expected to making 10 postings to the class blog in response to a prompt, question, or statement posted by the instructor. Each posting will be graded using the following indicators:
   a. The posting contributes new ideas or thinking to the instructor’s prompt
   b. The posting is respectful to comments of others and professional in tone
   c. The posting makes connections to best practice, theories of learning, or other professional topics.

4. **Collaborative Multimedia Project (200 points):** Anchor Assessment. Students will work as a member of a team (instructor will decide and team size, maximum of 3, and membership composition) to develop a lesson activity employing a new literacy technology. The lesson should incorporate the following:
   a. KY Common Core standard(s) addressed in the lesson
   b. Lesson objectives/learning targets addressed
c. New literacy technologies used in the lesson
d. Description of the student procedures
e. Formative assessment procedure
f. How the lesson uses new literacy technology to leverage higher order thinking using Webb’s DOK.
g. Assessment of the lesson objectives

6. **Lesson Plan integrating digital technologies in reading or writing at the elementary, middle, or high school level (200 points) in a content area:** Students will construct a lesson plan incorporating a new literacy technology at one of the three grade levels (elementary, middle, or high) for a content subject. At a minimum, the plan should address the following:
   a. KY common core standard
   b. Lesson plan objective/learning target or outcome
   c. Lesson plan procedure
   d. Formative assessment procedures
   e. How the incorporation of a new literacy technology will contribute to higher order thinking.
   f. Assessment of the learning outcomes

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Percentage</th>
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Students are expected to be knowledgeable of the Kentucky Teacher Standards – Advanced Level. Students are introduced to the Kentucky Academic Core Standards for English/Language Arts and the International Reading Association Standards and how they apply to course content. Students are expected to be aware of teacher dispositions in relation to developmentally appropriate instruction and working effectively with all students.

Students will be introduced to the use of technology in the classroom and how it be can be used to develop literacy skills, as well as using it themselves for assignments and projects. LITR 630 explores the need for cultural and ethnic awareness, the effects of racism and poor expectations on students and school, and the importance of teacher awareness. Discussions about diverse populations will be a focus of this course to prepare teachers who have the knowledge, skills, and dispositions necessary to successfully teach diverse learners.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 (Summer 2012) and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu.
(Fall 2012 information is in the 2012-13 Course Catalog and 2012-13 Student Handbook.)
Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

ASSESSMENT/OBJECTIVE MATRIX FOR LITR 630*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Objective</th>
<th>AFTSE Objective</th>
<th>KY Teacher Standards</th>
<th>*IRA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan for the integration of digital technologies and literacy instruction</td>
<td>1-3</td>
<td>1-5</td>
<td>1-8</td>
<td>1-5</td>
</tr>
<tr>
<td>Collaborative Multimedia Project</td>
<td>1-3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Analysis paper in line with the themes of New Media Literacies</td>
<td>1-3</td>
<td>1-5</td>
<td>1-8</td>
<td>1-6</td>
</tr>
<tr>
<td>Learning Week Assignments and Weekly Blogs</td>
<td>1-3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Each assessment tool reflects particular learner objectives, KY teacher standards, and AFTSE goals, as delineated in the syllabus.

* International Reading Association (IRA)
Syllabus for
LITR 645: Teacher Leader Practices in Academic Literacy

Fall Semester, 2012
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT
Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

COURSE DESCRIPTION:
The goal of the course is to deepen teachers’ skills in advanced reading processes related to teaching content area material and differentiation of literacy practices. Teacher leader candidates will have the opportunity to evaluate effective school wide literacy practices and to develop diagnostic tools and skills for assessing and teaching reading in specific content areas. Field component required.

INSTRUCTOR: Dr. David Paige
OFFICE: 318 Allen Hall
PHONE: 502.272.8153
E-MAIL: dpaige@bellarmine.edu
OFFICE HOURS: By appointment

CLASS MEETING TIMES: Saturday, 8am – 4pm in Horrigan 110
CLASS MEETING DATES: Monday, 5:00 – 7:30 p.m.

TEXTBOOK: None. Readings provided by the instructor.

Recommended Readings & Resources:


**SUPPLIES NEEDED:** It is recommended that students have a notebook for keeping free supplemental resources and other class materials made available online. You will also need poster boards and materials for making presentations to the class.

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**E-mail Communications:** Please note that ALL email messages concerning this course will be sent via your Bellarmine email account. It is the student’s responsibility to check their e-mail regularly and respond accordingly.

---

**Cell Phones and Technology:**
Please be courteous of the instructor and other students by turning off or muting cell phones, computers, recording devices (unless written consent by the instructor is given), and other electronic devices and storing them. All calls, texting, or other types of communication must be made after class or at designated break times.

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION:** To prepare dynamic educators to serve, work, and lead in a changing global community.

**PROGRAM OBJECTIVES:**
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmark or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

**KENTUCKY TEACHER STANDARDS ADDRESSED in LITR 645:**
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

COURSE/LEARNER OBJECTIVES:
As a result of experiences in and out of this class, students will
1. Develop knowledge regarding the unique text demands of expository texts commonly used in the core academic areas (i.e., mathematics, science, social studies, English/Language Arts).
2. Increase understanding of current evidence-based research in academic literacy.
3. Build teaching capacity using field-tested classroom assessment strategies for identifying the range of student needs and abilities relative to reading and understanding academic texts.
4. Build teaching capacity using instructional strategies matched to student needs and abilities relative to reading and understanding academic texts with special attention paid to vocabulary, comprehension, and reading fluency.
5. Improve teaching capacity using self-evaluation tools provided in class to measure “fidelity of implementation” of featured assessment and teaching strategies.
6. Learn tactics for improving instruction in academic areas including but not limited to direct instruction via gradual release of responsibility; and planning and using strategies before, during, and after students read and assignment.
7. Explore ways Response to Intervention (RtI) may be structured and practiced in subject area instruction to meet the needs of all learners.

International Reading Association, Literacy Professional Standards:
Standard 1, Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2, Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3, Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4, Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5, Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6, Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>LEARNER OBJECTIVE</th>
<th>KY TEACHER STANDARDS</th>
<th>AFTSE Objectives</th>
<th>IRA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content knowledge quizzes</td>
<td>1, 2, 6</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2. Classroom Action Plans</td>
<td>1, 2, 6</td>
<td>1, 5</td>
<td>2, 3, 5</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>3. Adolescent Literacy Improvement Plan</td>
<td>1, 10</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>4. Content Literacy Assessment</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>1, 3, 4, 5</td>
</tr>
<tr>
<td>5. Teamwork</td>
<td></td>
<td>8</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>
## CLASS SCHEDULE*

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>II. Why academic literacy?</td>
<td>2 Complete any additional readings assigned via email.</td>
</tr>
<tr>
<td></td>
<td>III. Foundational Learning Theories: Bakhtin, Vygotsky</td>
<td>3. Complete Classroom Action Plan (CAP) #1 (Due February 5)</td>
</tr>
<tr>
<td></td>
<td>IV. Challenges of Poverty in Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>V. Expository Texts v. Narrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VI. Content Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VII. Learning/Teaching Framework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VIII. The “Nonnegotiables”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMPROVING READING FLUENCY IN ACADEMIC TEXTS: PART I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I. Research on Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>II. Assessing Reading Fluency in Real World Classrooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>III. Whole Class Choral Reading of Academic Text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss CAP #1</td>
<td></td>
</tr>
</tbody>
</table>

- QUIZ #1 (5 points)
- Homework Follow-Up: CAP #1 “Gallery Walk”

- IMPROVING READING FLUENCY IN ACADEMIC TEXTS: PART II
- I. Readers Theatre, Radio Reading
- II. Tier 2 RTI Applications

- VOCABULARY & CONCEPT DEVELOPMENT: PART I
- I. Assessing Vocabulary & Concept Knowledge

- Guest Classroom Management Presenter:
  - Professor Kathleen Cooter

- Discuss CAP #2

- March 19

- QUIZ #2 (10 points)
- Homework Follow-Up: CAP #2 “Great Ideas Gallery Walk”

- VOCABULARY & CONCEPT DEVELOPMENT: PART I
  - I. Fundamentals of Vocabulary Learning
  - II. Academic Word Walls (AW²)
  - III. AW² Games (25) & More
  - IV. Technology and “New Literacy Studies”

- 1. Complete readings assigned in class and via email and be prepared for a quiz at our next session on April 2.
- 2. Complete CAP #3 (due April 2).
- 3. Read remaining chapters of the Ogle text.
### IMPROVING COMPREHENSION: PART I

**I. Text Structures: Expository v. Narrative Texts**

**II. Comprehension Skills to be Learned**

**III. Assessing Student Abilities**

**Discuss CAP #3**

<table>
<thead>
<tr>
<th>April 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• QUIZ #3 (10 points)</td>
</tr>
<tr>
<td>• Homework Follow-Up: CAP #3 “Gallery Walk”</td>
</tr>
</tbody>
</table>

### IMPROVING COMPREHENSION: PART II

**I. Previewing Strategies**

**II. Fix-Up Strategies**

**IV. The Power of Questioning**

**V. Three Levels of Retelling**

**V. Technology and “New Literacy Studies”**

**III. Tier 2 RTI Interventions**

**Discuss CAP #4**

Course Evaluation

<table>
<thead>
<tr>
<th>April 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Homework Follow-Up: CAP #4 “Great Ideas Gallery Walk”</td>
</tr>
</tbody>
</table>

**Topic: Writing Across the Curriculum**

**COMPREHENSIVE FINAL QUIZ #4 (15 points)**

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### COURSE REQUIREMENTS AND ASSIGNMENTS:

Your performance will be evaluated using several criteria in a 100-point system: content knowledge gleaned from our discussions and assignments, in-class performance and group participation, and through our special Classroom Action Plan (CAP) assignments aimed at implementing key strategies with students. Following is a brief description of each and their relative value.

**Content Knowledge Quizzes:** There will be four (4) quizzes given in this course as a measure of your learning through class sessions and assignments. Students must take all examinations at the time given to receive credit. There will be no make up examinations or extra credit assignments offered. **45 points**

**Classroom Action Plan (CAP):** There will be four (4) Classroom Action Plans (CAP) assigned for you to implement in your classroom or with a student you identify (this option is only for those who do not have a classroom of their own). Deadlines for each CAP are listed in the course schedule above. No assignments will be accepted after their respective due dates, and no extra credit or make up work will be assigned. **45 points**

**Adolescent Literacy Leadership Improvement Plan (ALIP):** The candidate will design an adolescent literacy instruction professional development session for elementary, middle or high school staff based upon assessment data demonstrating a high need literacy area. **30 points**

**Content Literacy Assessment** **15 points**
The student will administer a cloze reading passage utilizing content text to assess reading comprehension of students.

**Participation & Teamwork**

You are expected to complete all reading and other assignments indicated in the class schedule (above) and/or those assigned in class. You are also expected to apply that knowledge through participation in “Joint Productive Activities (JPA)” with your team members.

**GRADING SCALE** (plus or minus scores may be added as deemed appropriate)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>B</td>
<td>85 – 92</td>
</tr>
<tr>
<td>C</td>
<td>77 – 84</td>
</tr>
<tr>
<td>D</td>
<td>69 – 76</td>
</tr>
<tr>
<td>F</td>
<td>66 points and below</td>
</tr>
</tbody>
</table>

**OTHER INFORMATION AND EXPECTATIONS:**

**CLASS & PROFESSIONAL NORMS**

In this class we wish to work together as a community of scholars. To that end, students are asked to commit to the following norms of behavior:

- I take 100% responsibility.
- I seek equity of voice.
- I am willing to talk about sensitive issues.
- I listen for understanding.
- I appreciate the strengths and contributions of others.
- I bring positive energy and encouragement to the team.
- If I have an issue I take it to the source.

**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:** Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480.

Dr. Paige reserves the privilege of modifying the course schedule and/or requirements as deemed necessary to maximize learning.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (452-8071).

Should you decide to withdraw from this course, please be aware that _____ is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at [http://www.bellarmine.edu/registrar/RegForms.asp](http://www.bellarmine.edu/registrar/RegForms.asp).

**CLASS FORMAT AND METHODOLOGY:** This course utilizes a combination of methods including lecture, discussion, joint productive activities, and small group projects.

**DIVERSITY/TECHNOLOGY/DISPOSITIONS:** The primary focus of this class is on ways we can help children living in high poverty circumstances succeed in academic learning. This includes discussion about diverse populations, and new literacies (technology-based solutions).

**ACADEMIC HONESTY:**

As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims
of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

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BELLARMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

Syllabus for LITR 663: Advanced Diagnostics & Interventions for Struggling Learners
Spring 2012
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT
Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR: Brandy Corbin
OFFICE: 113A Fairdale High School
PHONE: 502.386.8574 (cell) and 502.485.8248 (work)
E-MAIL: bbcorbin@bellarmine.edu and brandy.corbin@jefferson.kyschools.us
OFFICE HOURS: by appointment
CLASS MEETING TIMES: Wednesday, January 12, 5:00-7:30 with additional times to be set by students and instructor.

TEXTBOOK:
Required

COURSE DESCRIPTION: Designed to provide skill in assessment and interpretation of specific areas of weakness in individual student's reading skills and to select appropriate materials and methods to remediate problem areas.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES: The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmark or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in LITR 663 (bolded):

1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

IRA Standards:
Standard 1, Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
Standard 2, Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3, Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4, Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5, Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6, Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

COURSE/LEARNER OBJECTIVES:

1. Identify the types of formal and informal assessments used to measure the similarities and differences of struggling readers and the exceptional child population.
2. Acquire sufficient skill to administer with fidelity, standardized assessment instruments to diagnose reading difficulties.
3. Describe, analyze, and evaluate assessment results from formal (standardized) sources in relation to the diagnosis of reading difficulties.
4. Analyze and evaluate assessment sources as an integral aspect of instruction for short, mid-, and long-term instructional planning.
5. Differentiate assessment techniques for individual and group needs.
6. Communicate assessment information in an understandable format to appropriate audiences.

COURSE REQUIREMENTS AND ASSIGNMENTS:

A total of 100 points are available to be earned in this course within the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Two exams, 15 points each:</td>
<td>30</td>
</tr>
<tr>
<td>2. Quizzes (5 @ 5 pts each)</td>
<td>15</td>
</tr>
<tr>
<td>* 2 lowest quiz grades will be dropped, top 3 quiz grades count towards overall grade</td>
<td></td>
</tr>
<tr>
<td>3. Conference with client/parents</td>
<td>10</td>
</tr>
<tr>
<td>4. Diagnostic Reading Case Study</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

1. EXAMS (30 points total): There will be two (2) tests over assigned readings, discussion topics, presentations from PowerPoint and other media, handouts, and articles. Tests will usually be a combination of short answer, multiple choice, and essay questions (the Final Exam will be the 2nd test).

NOTE: There are no makeup exams other than for an official university-approved
absence. The format of the make-up exam is at the discretion of the instructor.

2. QUIZZES (15 points total): Five quizzes are scheduled throughout the course. Quizzes will be given on the assessments to be used with student clients and other specified course material. The top 3 quiz grades will count towards overall grade, lowest 2 grades will be dropped.

3. PARENT CONFERENCE (10 points): Conferencing with the parents of your client will count 10 points of your overall grade. You will conduct this conference and communicate test results to parents with Lauren Pohl.

4. DIAGNOSTIC READING CASE STUDY (45 points): Anchor Assessment for Transition Point 2. See “Specifications for the Diagnostic Reading Case Study” at the end of this syllabus.

The following grading scale will apply in this course:

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-94%</td>
<td>A-</td>
</tr>
<tr>
<td>89-87%</td>
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</tr>
<tr>
<td>86-84%</td>
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</tr>
<tr>
<td>83-80%</td>
<td>B-</td>
</tr>
<tr>
<td>79-75%</td>
<td>C</td>
</tr>
<tr>
<td>Below 75%</td>
<td>F</td>
</tr>
</tbody>
</table>

*Written Responses will receive a +, √, or - (96, 90, 85)*

**ASSIGNMENT FORMAT AND EXPECTATIONS:** You are expected to be a thoughtful, active, and informed member of discussions, presentations, and course activities. You are expected to attend scheduled conferences and class meetings, arrive punctually, and be prepared by having read the required assignments. Excessive absence/tardiness/leaving class early will result in reduction in points toward the final course grade. Missing more than one class session or conference (even due to illness/emergency) is considered excessive and may result in point deductions beginning with the 2nd absence. All assignments must be neatly word processed using 12 point font, double-spaced, adhere to rules of Standard English grammar, spelling and punctuation. Assignments must be submitted by due dates assigned. Late assignments, accepted only with PRIOR APPROVAL of instructor, will receive a 5-point reduction per day, and will not be accepted after one week from the due date. Assignments receiving a +, √, or – that are late will automatically be reduced a grade level, and may be submitted up to 2 days late.
<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Class Assignment</th>
<th>Assessments &amp;Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>1) Course Introduction &amp; Syllabus Review; 2) Establish schedule for whole class meetings and individual “check-in” meetings 3) Textbook discussion 4) Clinic requirements 5) Standardized Assessment overview</td>
<td>1) Read syllabus; 2) Send contact information, current teaching schedule, and bio to instructor</td>
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<tr>
<td>Week 1</td>
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<tr>
<td></td>
<td>Administering the Test of Word Reading Efficiency (TOWRE) The Bell Curve</td>
<td>Read article on the TOWRE</td>
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<tr>
<td>Jan 17</td>
<td>Quiz #1 on the TOWRE Administering the Woodcock Reading Mastery Test WRMT-R</td>
<td>Read article on the WRMT, Parts 1 &amp; 2 R&amp;C't text, Chapters 5 &amp; 6 – phonemic awareness &amp; word attack skills</td>
<td>Quiz #1</td>
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<tr>
<td>Week 2</td>
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<td>Quiz #2 on the WRMT-R Administering the Gray Oral Reading Test GORT-4</td>
<td>R&amp;C text, Chapter 7 – fluency R&amp;C text, chapter 8 - Vocabulary Read article on the GORT-4</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Quiz #3 GORT Administering PPVT Quiz #4 PPVT</td>
<td>R&amp;C, chapters 9 &amp; 10 Comprehension Read PPVT Introduction Read PPVT Administration</td>
<td>Quiz #3 Quiz #4</td>
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<td>Week 4</td>
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<tr>
<td>Feb 8</td>
<td>Midterm covering: The TOWRE, WRMT, GORT-4, and the PPVT</td>
<td>Conduct Assessments in BURAC with Lauren Pohl</td>
<td>Midterm Exam</td>
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<tr>
<td>Week 5</td>
<td>Assessment Week TENTATIVE</td>
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<tr>
<td>Feb 20</td>
<td>Score assessments</td>
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<tr>
<td>Week 7</td>
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<tr>
<td>Feb 27</td>
<td>Complete assessment write-ups</td>
<td>Write-up assessment reports</td>
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<tr>
<td>Week 8</td>
<td></td>
<td></td>
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<tr>
<td>Mar 5</td>
<td>Discuss meeting with school personnel; parents Review format for Benchmark paper Literacy Inventory and Knowledge Scale Measuring RtI using curriculum-based measures</td>
<td>Outline for conversations/conferences with parents</td>
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<tr>
<td>Week 9</td>
<td>Phone Conferences with parents to be scheduled with Lauren Pohl</td>
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<tr>
<td>Mar 12</td>
<td>Dr. Kathy Cooter: Primer on the administration of IQ assessments. CONFIRMED</td>
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<tr>
<td>Week 10</td>
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<tr>
<td>Mar 19</td>
<td>Oral Reading Fluency Assessment (Multi-Dimensional Fluency Scale; DIBELS – Hasbrouck &amp;</td>
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<tr>
<td>Week 11</td>
<td></td>
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<tr>
<td>March 28</td>
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<tr>
<td>Week 12</td>
<td></td>
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<tr>
<td>We will meet as a class</td>
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<tr>
<td>April 2</td>
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<tr>
<td>Week 13</td>
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</tbody>
</table>
OTHER INFORMATION AND EXPECTATIONS:

CLASS & PROFESSIONAL NORMS

In this class we wish to work together as a community of scholars. To that end, students are asked to commit to the following norms of behavior:

- I take 100% responsibility.
- I seek equity of voice.
- I am willing to talk about sensitive issues.
- I listen for understanding.
- I appreciate the strengths and contributions of others.
- I bring positive energy and encouragement to the team.
- If I have an issue I take it to the source.

In the event of a University-sponsored event/absence…

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from this class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION: Students with disabilities, who require accommodations such as academic adjustments and/or auxiliary aids or services for this course, must contact the Disability Services Coordinator (located in the Counseling Center, 4th floor of BOB, 272-8480). The instructor, upon notification from Disability Services, will then meet with the student to discuss appropriate strategies. Please do not request accommodations directly from the instructor.
The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware that ___ is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy is available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: LITR 663 is a required course for candidates pursuing an MAED in Reading and Writing. Students are expected to be knowledgeable of the Kentucky Teacher Standards and how they apply to course content.

CLASS FORMAT AND METHODOLOGY: This course will utilize a combination of methods including technology opportunities, class discussion, conferences, and independent study.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.
Specifications for the Diagnostic Reading Case Study

All teacher candidates for advanced degrees in the Annsley Frazier Thornton School of Education are required to complete the Diagnostic Reading Case Study assignment and score at least “proficient” on the assessment rubric. This anchor assessment will help faculty track individual candidate progress for use in program improvement. This assignment is worth 30 points (out of 100) toward your course grade. It is expected that this paper be a significant piece of work and that it take a large amount of time to complete. The final write-up should consist of approximately 6-10 pages not including the title page and reference section. The final required format will be provided by the instructor in conjunction with the director of the WHAS Bellarmine Assessment Clinic.

The case study involves an in-depth reading assessment of a child and reports, among other things, on the assessments utilized, the results, interpretation of the results, and teaching implications for the child. Additional specifics are listed below.

Writing Up the Case Study

Students must use APA guidelines for text citations and references. Sound grammatical writing is expected!

The paper should be organized as follows:

Title Page:
You should have a title page that says: “Reading Assessment: Primary Case Study” followed by your name, professor’s name, and the semester and year. An example is shown later in these directions.

Literature Review:
The second section should be titled Literature Review and should be a discussion of
reading theory applicable to the type of reader you have chosen to assess. If your student belongs to group 1 (1st to 3rd grader), then your discussion should revolve around the acquisition of phonemic awareness, phonological skills, early fluency, and then conclude with comprehension development. There is an entire literature base that deals with these subjects under the umbrella of early literacy. If you are assessing a child from group 2 (4th through 8th grader) then your theoretical discussion should involve the development of oral reading fluency and comprehension.

**Background:**
Give this second section a heading called *Background*. When writing about the child, use only their first name. Explain their age, grade, school, siblings, with whom does the child live? Describe the child in terms of their personality, what kinds of things they are interested in. Describe the child’s previous academic experience to date. Include items such as grades (poor, average, excellent) and any previous academic trouble (reading, math).

**Assessment Instruments:**
The third section should be titled *Assessment Instruments* and will be a description of your assessments/survey instruments. Tell which assessments you used and describe them. Remember, the author of each assessment must be cited and listed in the reference section of the paper.

**Results:**
The fourth section should be titled *Results* and in this section you should discuss how the child performed on the assessments. This section is somewhat “cut and dry” as you simply report the scores the child made for each assessment. If the test, such as the TOWRE, provides percentile and/or grade level information, those should be reported also. Tables can work well for this section.

**Implications for Teaching:**
The fifth section should be titled *Implications for Teaching*. In this section you will link the results from the analysis section to instructional needs of the child. Discuss the child in terms of their capability on these assessments. For example, if results suggest that the child is disfluent with text then instructional strategies for increasing oral reading fluency should be discussed. On the other hand, the child may be performing adequately and perhaps they need to be challenged.

**Reflection:**
The final section, *Reflection*, will be an essay connecting Valli’s forms of reflection and the Kentucky Teacher Standards: Experienced Level (including the performance criteria).

**Reflection** should adequately address the following:
- Reflections provide clear connections to performance criteria of Kentucky’s Teacher Standards: Experienced Level.
- Discuss areas of strength and areas for growth within Kentucky’s Teacher Standards: Experienced Level is clear.
• Valli’s forms of reflection are used to elaborate on decisions related to the assignment.

**Final Rating**
Final percent scores can be found by multiplying the points awarded for each indicator (Distinguished 4, Proficient 3, Apprentice 2, Novice 1), by the weight given that indicator (denoted by the number in parenthesis within each element). Sum the products and divide by the number of elements given for that standard.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 37%</td>
<td>Novice</td>
</tr>
<tr>
<td>38 to 62%</td>
<td>Apprentice</td>
</tr>
<tr>
<td>63 to 87%</td>
<td>Proficient</td>
</tr>
<tr>
<td>88 to 100%</td>
<td>Distinguished</td>
</tr>
</tbody>
</table>

**Your paper should be outlined like this:**

<table>
<thead>
<tr>
<th>Title Page (only the info below on title page)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Reading Assessment: Primary Case Study”</td>
</tr>
<tr>
<td>Your name here</td>
</tr>
<tr>
<td>Brandy Bidwell Corbin, BU Case Supervisor</td>
</tr>
<tr>
<td>Spring, 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The seven sections are as follows:</th>
</tr>
</thead>
</table>

   I. **Literature Review:** This is a review of the literature regarding reading theory for the applicable age group containing your child.

   II. **Background:** Discuss the child – age, grade, available background information, and summary of progress in school, present performance in class if available.

   III. **Assessment Instruments:** Describe the assessment instruments being used.

   IV. **Results:** This section reports your assessment results

   V. **Implications for Teaching:** This section ties together results from the analysis section with appropriate teaching strategies

   VI. **Reflections:** In this section you will reflect on the process of assessing the child linking together Valli’s form of reflections and the Kentucky Teacher Standards. This should be written in the first person using a narrative style.

   VII. **References:** In this section list the references cited in your paper using APA format.
### DIAGNOSTIC READING CASE STUDY: Holistic Score

<table>
<thead>
<tr>
<th>Rating</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Apprentice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive background knowledge is used to specifically elaborate on assessment and/or analysis task.</td>
<td>Adequate background knowledge is used to elaborate on assessment and/or analysis task.</td>
<td>Minimal background knowledge is used to elaborate on assessment and/or analysis task.</td>
<td>Little or no background knowledge is used to elaborate on assessment and/or analysis task.</td>
<td></td>
</tr>
<tr>
<td>Assessments specifically and thoroughly address student’s developmental levels and/or task requirements; assessment(s) is administered correctly and sufficiently.</td>
<td>Assessments sufficiently address student’s developmental levels and/or task requirements; assessment(s) is administered correctly and sufficiently.</td>
<td>Assessments minimally address student’s developmental levels and/or task requirements; assessment(s) is insufficiently administered.</td>
<td>Assessments are insufficient or inappropriate to student’s developmental levels and/or task requirements; assessment(s) is incorrectly or insufficiently administered.</td>
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<tr>
<td>Data from assessment(s) is correctly and thoroughly analyzed.</td>
<td>Data from assessment(s) is correctly analyzed, to a sufficient degree.</td>
<td>Data from assessment(s) is correctly analyzed, to a minimal degree.</td>
<td>Data from assessment(s) is incorrectly or insufficiently analyzed.</td>
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<tr>
<td>Connections are correct, specific, and thorough.</td>
<td>Connections are clear and sufficient.</td>
<td>Connections are minimal and/or insufficient.</td>
<td>Connections are minimal and/or nonexistent and/or incorrect.</td>
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<tr>
<td>Implications for and/or implementation of instruction are thorough and clearly relate to the data gathered.</td>
<td>Implications for and/or implementation of instruction are clear and relate to the data gathered.</td>
<td>Implications for and/or implementation of instruction are minimal.</td>
<td>Implications for and/or implementation of instruction are inappropriate or not included.</td>
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<tr>
<td>Reflection specifically connects assignment to performance criteria of standards; areas of strength and for growth within the standards are explicit; extensive use of Vaill’s forms of reflection (4 or more) is evident to elaborate on decisions related to the assignment.</td>
<td>Reflection connects assignment to performance criteria of standards; areas of strength and for growth within the standards are clear; adequate use of Vaill’s forms of reflection (3) is evident to elaborate on decisions related to the assignment.</td>
<td>Reflection is minimally connected to performance criteria of standards; areas of strength and for growth within the standards are minimal; little use of Vaill’s forms of reflection (2) is evident to elaborate on decisions related to the assignment.</td>
<td>Reflection does not adequately or accurately connect performance criteria to standards; areas of strength and for growth within the standards are vague and/or ambiguous; minimal use of Vaill’s forms of reflection (none or 1), is evident to elaborate on decisions related to the assignment.</td>
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</table>
LITR 670: Clinical Practicum in Literacy Leadership
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

PROFESSOR OF RECORD: Dr. David D. Paige
OFFICE: ALLEN 318
PHONE: 502-282-8153
E-MAIL: dpaige@bellarmine.edu
TEXTBOOK: No required textbook.

COURSE DESCRIPTION: This course combines coursework and a supervised practicum experience designed to provide the opportunity to refine skills in a clinical or classroom setting. This course will focus on developing the candidate as a professional including opportunities to develop curricula, refine intervention skills with P-12 students, and guide others in the design and implementation of a reading plan.

Course content includes the integration of the Kentucky Teacher Standards (Advanced Level) as well as the Kentucky Core Academic Standards and/or Kentucky’s Core Content for Assessment and Program of Studies (as appropriate). The School of
Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE)
VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmark or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

Kentucky Teacher Standards Addressed in LITR 670:
Standard 1: The teacher demonstrates applied content knowledge
Standard 2: The teacher designs and plans instruction
Standard 3: The teachers creates and maintains learning climate
Standard 4: The teacher implements and manages instruction
Standard 5: The teacher assesses and communicates learning results
Standard 6: The teacher demonstrates the implementation of technology
Standard 7: Reflects on and evaluates teaching and learning
Standard 8: Collaborates with colleagues/parents/others
Standard 9: Evaluates teaching and implements professional development
Standard 10: Provides leadership within school/community/profession

International Reading Association Standards Addressed in Course:
Standard 1: Foundational Knowledge
Standard 2: Curriculum and Instruction
Standard 3: Assessment and Evaluation
Standard 4: Diversity
Standard 5: Literate Environment
Standard 6: Professional Learning and Leadership

COURSE/LEARNER OBJECTIVES:
1. The learner will demonstrate theoretical knowledge of literacy acquisition processes across the span of reading development through class readings, discussions, and the practicum experience.
2. The learner will demonstrate knowledge of appropriate assessment and instructional practices that encourage literacy acquisition in all students through class readings, discussions, and the practicum experience.
3. The learner will demonstrate knowledge of the Kentucky Core Academic Standards and Kentucky Senate Bill 1 through class readings and discussions.
4. The learner will demonstrate their competency at interpreting school-wide literacy data that results in the identification of specific literacy needs through class readings, discussions, and the practicum experience.
5. The learner will demonstrate literacy leadership through the development of a professional development plan to increase teacher instructional capacity in literacy.
6. The learner will demonstrate the necessary knowledge to close achievement gaps for learners from diverse backgrounds.
7. The learner will participate in a practicum experience to gain an in-depth understanding and application of evidence-based literacy materials and practices P-12.

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS AND ASSIGNMENTS:</th>
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<tbody>
<tr>
<td>Assignment:</td>
</tr>
<tr>
<td>Big 5 Literature Review</td>
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<tr>
<td>Policy Analysis Paper</td>
</tr>
<tr>
<td>Capstone Project:</td>
</tr>
<tr>
<td>Part 1</td>
</tr>
<tr>
<td>Part 2</td>
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<tr>
<td>Supervised Practicum Work</td>
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<tr>
<td>Total Points:</td>
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</table>

COURSE REQUIREMENTS AND ASSIGNMENTS:
1. **Big “5” Literature Review:** for this assignment the student will write a review detailing the pertinent research for each of the “Big 5” components of reading (phonemic awareness, phonological awareness, fluency, vocabulary, and comprehension). Within this review the student will discuss both the important foundational theories and instructional implications for each Big 5 area within the framework of an appropriate developmental continuum spanning early literacy through seconding literacy acquisition. The review is expected to be approximately 2,000 to 2,500 words, written in APA style, and contain a reference section.

2. **Policy Analysis Paper:** This paper will review two major policy initiatives:
   a. The Common Core: For this section the student will focus on the major policy components of the original source document for English Language Arts found at corestandards.org. A 1,000 word review and analysis of the reading requirements, particularly those regarding the role of fluency and complex text will be written.
   b. Senate Bill 1: students will provide a 1,000 word written overview of the major components of this law affecting education in Kentucky.

3. **Practicum Experience:** A supervised practicum experience designed to provide the opportunity to refine skills in a clinical or classroom setting. This capstone clinical practicum experience will focus on developing the candidate as a professional in literacy leadership including opportunities to develop curricula, and guide others in the design and implementation of a reading plan. Candidates must complete at least 40 practicum hours to successfully complete the course.

4. **Capstone Project:** this is a 2-part project where students first analyze and interpret school wide data, then develop a “best practice” strategic implementation plan for literacy improvement.
   a. Part 1 - Data analysis and interpretation: students will be provided a set of data for an elementary school (K-5) for measures involving phonemic awareness, phonological awareness, fluency, vocabulary, and comprehension achievement. The data will be analyzed by grade and then summarized for the school. Students will identify and recommend specific literacy areas in need of school-wide improvement.
   b. Part 2 - Schoolwide Literacy Improvement Plan: for this section students will develop a literacy leadership plan to improve the instructional capacity of teachers through professional development and coaching for the areas identified in Part 1. The plan should extend across a school-year and address the following items for each reading area identified for improvement:
      1. Specific literacy strategies to be implemented by Big 5 component
      2. The role of coaching in developing teacher capacity
      3. A response to intervention (RtI) plan
      4. A professional development plan including a timeline of implementation
      5. The role of the principal
6. How implementation and student results will be assessed and monitored

**SUBMISSION OF REQUIRED FORMS:** Successful completion of LITR 670 includes the following Anchor Assessments and Forms for Transition Point 3 which must be submitted in LiveText: 1) Professional Growth Plan; 2) Dispositions Self-Assessment and Institutional Assessment; 3) Literacy Instructional Knowledge Scale; 4) Practicum Capstone

Standards addressed in course:

<table>
<thead>
<tr>
<th>Objective</th>
<th>AFTSE</th>
<th>KTS</th>
<th>IRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Big 5” Literature Review</td>
<td>3</td>
<td>1</td>
<td>1, 2, 3, 6</td>
</tr>
<tr>
<td>Policy Analysis Paper</td>
<td>3</td>
<td>1</td>
<td>1, 2</td>
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<tr>
<td>Capstone Project:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Part 1:</td>
<td>1, 2, 4, 5</td>
<td>1, 5, 6</td>
<td>1, 3, 6</td>
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<td>Part 2:</td>
<td>1, 2, 4, 5</td>
<td>1, 2, 5, 6</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>Clinical Practicum Experience</td>
<td>1-5</td>
<td>1-10</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**GRADING SCALE:** The following scale will be used to determine the final course grade:

- 95-100% A
- 90-94% A-
- 89-87% B+
- 86-84% B
- 83-80% B-
- 79-75% C
- Below 75% F

*Written Responses will receive a +, √, or - (96, 90, 85) The instructor may also issue a √+ (93) or √- (87) as needed.

**ASSIGNMENT FORMAT AND EXPECTATIONS:** You are expected to be a thoughtful, active, and informed member of class discussions, lectures, individual presentations, and group activities. You are expected to attend each class session, arrive punctually, and be prepared by having read the required assignments. Excessive absence/tardiness/leaving class early will result in reduction in points toward the final course grade. Missing more than one class session (even due to illness/emergency) is considered excessive, will require conferencing with the instructor, and will result in point deductions from the participation grade at 20 points per absence beginning with the 2nd absence. All assignments must be neatly word processed using 12 point New Times Roman font, double-spaced, adhere to rules of Standard English grammar,
spelling and punctuation. Assignments must be submitted by due dates assigned. Late assignments, **accepted only with PRIOR APPROVAL of instructor**, will receive a 5-point reduction **per day, and will not be accepted after one week from the due date.** Assignments receiving a +, √, or – that are late will automatically be reduced a grade level, and may be submitted up to 2 days late.

Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office **only after meeting with the department chair or program director** first.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed **Student Absentee Notification Form**, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:** Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. **The Disability Services Coordinator is located in the Counseling Center, 4th floor of the ALLEN Bldg., 272-8480.**

Dr. Paige reserves the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware that June 15th is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University
Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

CLASS FORMAT AND METHODOLOGY: Instructional methods utilized in this class may consist of lecture, group activities, small group/whole class discussions, and writing activities. As such, it is expected that each student will arrive at every class fully prepared by having completed all assigned readings and preparation assignments so that both the student and others in the class can fully benefit from all instructional activities.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: LITR 670 is the final course for students pursuing the Master of Arts in Education in Language and Literacy with Literacy Specialist P-12 Endorsement. Students are expected to possess knowledge of the Kentucky Teacher Standards – Advanced Level and the International Reading Association standards for literacy leaders and how they apply to course content. Students are also expected to be aware of teacher dispositions in relation to developmentally appropriate instruction and working effectively with all students in diverse settings for closing the literacy achievement gap. Course content also includes diversity components including making accommodations for learner needs, culturally responsive teaching, appreciating student diversity, and closing the literacy achievement gap (see course objectives). Students will be expected to utilize appropriate technology for the completion of assignments and projects.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 (Summer 2012) and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. (Fall 2012 information is in the 2012-13 Course Catalog and 2012-13 Student Handbook.) Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.