

William Paterson University
College of Education
Educational Leadership and Professional Studies

COURSE OUTLINE

1. Course Number and Title

ELRL 6240 Administration and Supervision of Reading Programs, 3 graduate credits

2. Course Description

This graduate course is designed to study various process models for developing, implementing, and evaluating K-12 reading programs. By examining the roles of classroom teachers, reading specialists, reading supervisors, staff developers, and principals, students will understand how personnel responsibilities effect program development. Students will apply this understanding to their evaluation of the total reading program in one school system.

3. Pre-Requisites

ELRL 620, 621

4. Course Objectives

The candidate will know and understand:

- A. Curriculum design within the context of teaching (literacy and content areas), learning, and assessment and apply these concepts to the evaluation and design of a school/district reading/literacy program, including:
 - 1. The Standards for the English Language Arts and the NJ Core Curriculum Content Standards for Language Arts/Literacy
 - 2. Bloom's Taxonomy
 - 3. Gardner's Theory of Multiple Intelligences
 - 4. Integrated Curriculum
 - 5. Multidisciplinary curriculum
 - 6. Alternative assessments
 - 7. Technology literacy
 - 8. Staff/professional development
- B. Current issues in reading/ literacy including issues related to urban schools and collaboratively inform colleagues about those understandings by engaging in small group interpersonal discussions in class and by critiquing her/his colleagues.
- D. How teachers and administrative staff demonstrate leadership for reading/literacy within the context of organizational culture and climate; and understand change as a process and decision making as part of that process by participating in classroom scenarios and case studies.
- E. How the observation process and supervision of staff is part of the larger picture of professional development and effectively evaluate classroom teaching-learning practices through self and peer evaluation of reading/literacy teaching, learning, and assessment.

- F. Strategies for the administration and supervision of reading programs within the context of the authentic experiences listed in objectives (A) through (F) and organize knowledge and professional development experiences for school support staff (e.g., paraprofessionals, Basic Skills teachers).

5. Student Learning Outcomes

Candidates will be able to:

- A. Demonstrate knowledge of current issues and trends in the administration and supervision of reading/literacy education programs by collaborating with peers to conduct research of a reading program and then share findings with the class.
- B. Demonstrate understanding of comprehensive literacy programs including the NJ core curriculum content standards, indicators, frameworks, content domain and competencies (knowledge and skill outcomes), technology literacy, problem-based learning, and performance-based assessments by evaluating an existing school-wide literacy program and then make recommendations to improve upon current practice.
- C. Collaborate with peers to design and conduct a professional development workshop for educators that reflect best practices in reading/literacy.
- D. Understand the role of reading specialists and literacy coaches by researching the impact of these roles on the implementation of school-wide literacy initiatives.

| Student Learning Outcome | SPA (identify SPA Standards or Criteria on Program-Specific Assessments) | COE Advanced Programs Outcomes | NJ Professional Standards for Teachers and Administrators |
|--|--|---|---|
| Group Research and Presentation of a Reading Program | 1 – Foundational Knowledge 2 – Curriculum and Instruction 4 - Diversity 5 – Literate Environment 6 – Professional Learning and Leadership | Knowledge – 1a, 1b Research & Assessment – 4a, 4c Dispositions – 5a, 5b, 5c, 5d, 5g, 5h, 5j Leadership – 6a, 6c, 6f | 1 – Subject Matter Knowledge 2 – Human Growth & Development 3 – Diverse Learners 7 – Special Needs 8 – Communication 9 – Collaboration and Partnerships 10 – Professional Development |
| Evaluation of School-Wide Literacy Program | 2 – Curriculum and Instruction 3 – Assessment and Evaluation 4 - Diversity 5 – Literate Environment 6 – Professional Learning and Leadership | Knowledge – 1c Diversity – 2b, 2c, 2e Field Experiences & Clinical Practice – 3b, 3c, 3d Assessment – 4a, 4c Dispositions – 5a, 5b, 5c, 5d, 5g, 5h, 5i Leadership – 6a, 6b, 6c, 6d, 6e, 6f | 5 – Assessment 6 – Learning Environment 7 – Special Needs 8 – Communication 11 – Professional Responsibility |

| | | | |
|---|---|--|---|
| Group Presentation of Professional Development Workshop | 3 – Curriculum and Instruction 4 - Diversity 5 – Literate Environment 6 – Professional Learning and Leadership | Diversity – 2c, 2d Field Experiences & Clinical Practice – 3b, 3c Dispositions – 5a, 5b, 5c, 5d, 5e, 5f, 5j, 5k Leadership – 6a, 6b, 6d | 4 – Instructional Planning and Strategies 8 – Communication 9 – Collaboration and Partnerships 10 – Professional Development 11 – Professional Responsibility |
| Research the Role of Reading Specialists and Literacy Coaches | 1 – Foundational Knowledge 2 – Curriculum and Instruction 3 – Assessment and Evaluation 4- Diversity 5 – Literate Environment 6 – Professional Learning and Leadership | Diversity – 2b, 2d Assessment – 4a, 4c Dispositions – 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k Leadership – 6a, 6c | 6 – Learning Environment 7 – Special Needs 11 – Professional Responsibility |

6. Course Content

List as course content as:

- A. Factors shaping students’ literacy development and instruction
 - a. Current issues in literacy and reading
 - b. Theories on language, learning, literacy development, and instructional approaches
 - c. Curriculum
 - d. Standards
 - e. Policies (ex: NCLB and accountability)
- B. School wide initiatives
 - a. Reform models
 - b. Change as a process
 - c. Frameworks for instruction
 - d. Stakeholders / Shifts in perspectives
 - Leaders as change agents
 - Changes in leadership
 - Teachers as leaders
 - Collaborative decision making
 - Parents
 - Teachers
 - Students
 - Staff members
- C. Evaluation, assessment, and action
 - a. Forms of assessments
 - b. Program design

- c. Professional development
- d. Curriculum design
- D. Characteristics of effective literacy programs
 - a. Effective reading programs
 - elementary
 - middle
 - high school
 - b. Intervention programs
 - c. Instruments for analysis /Identifying data sources
 - assessments
 - student work
 - informal observations
 - surveys
- E. Program evaluation and development
 - a. Intervention
 - b. Balanced literacy
 - c. Interdisciplinary
- F. Curriculum design and implementation
 - a. Content specialty
 - b. Interdisciplinary/ Thematic/ Integrated
- G. Professional development
- H. Role of Technology
 - a. Literacy development
 - b. School evaluation
 - c. Communication
 - d. Assessments

7. Teaching/Learning Methods

- A. Lecture
- B. Course readings
- C. Role plays/simulations
- D. Research
- E. Reflection
- F. Online and in-class discussions--pair, small and whole group work.
- G. Online and in-class demonstrations and presentations
- H. Audio and Videotapes
- I. Hands-on experiences

8. Student Assessment/Evaluation Methods

- A. Attendance, knowledge of required readings, and participation in cooperative groups. Candidates are required to complete readings and participate in weekly discussion groups.
- B. Assignments and student learning outcomes
 - a. Group Research and Presentation of a Reading Program
 - b. Evaluation of School-Wide Literacy Program

- c. **Critical Assessment**—Group Presentation of Professional Development Workshop
- d. Research the Role of Reading Specialists and Literacy Coaches

9. **Suggested Readings or Required Texts**

Wepner, S., Feeley, J., Strickland, D. (eds.) (2008). *The administration and supervision of reading programs* (4th ed.). Newark, DE: Teachers College Press

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- Farstrup, A. & Samuels, S. (eds.) (2002). *What research has to say about reading instruction* (3rd ed.). Newark, DE: International Reading Association.
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- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2010). *Supervision and instructional leadership* (8th ed.). Boston: Allyn and Bacon.
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Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best practice: New standards for teaching and learning in America's Schools* (2nd Ed.). Portsmouth, NH: Heinemann.

Professional Journals

American Educational Research Journal
Anthropology and Education Quarterly
Journal of Literacy Research
Journal of Reading Behavior
Language Arts
Reading Research Quarterly
Educational Researcher
Educational Research
Harvard Educational Review
Education Research Quarterly
Reading Research and Instruction
Research in the Teaching of English
The Journal of Educational Research
The Reading Teacher
Middle School Journal
Journal of Adolescent and Adult Literacy

Professional Organizations

| | |
|---|--|
| Center for Multicultural Education | www.education.washington.edu/cme/ |
| International Reading Association | www.reading.org |
| Learning Disabilities Association of America | www.lidaamerica.org |
| Learning Disabilities Organization | www.ldonline.org |
| Literacy Coaching Clearinghouse | www.literacycoachingonline.org/index.html |
| Literacy Coaches Professional Networking Site | www.literacycoaches.ning.com/ |
| Nat'l Council of Teachers of English | www.ncte.org |
| Nat'l Reading Conference | www.nrc.oakland.edu |
| Secondary Literacy Network | www.secondaryliteracynetwork.org/ |
| Teacher Leaders Network | www.teacherleaders.org/ |

11. **Preparer's Name and Date** (This refers to the original course author(s)).

12. **Departmental Approval Date** (This refers to the original course)

13. **Reviser's Name and Date**

Salika Lawrence, PhD, fall 2009

14. **Departmental Revision Approval Date** (for the current revision)

Group Research and Presentation of a Reading Program
Assignment Sheet

Steps for Successful Completion of the Assignment

1. Research the reading program you were assigned
 - a. Utilize a minimum of 3 different sources for your research
 - b. Potential sources include journal articles and previous research, contacting the company for information about the program, the company website, etc.
2. You should be able to answer the following questions as a result of your investigation.
 - a. Can you **describe/explain** the components of the program?
 - b. Are you able to **analyze** the program in relation to 2 learning theories you know? How do the theories support the components of the program?
 - c. Does the program remind you of anything else? Can you **associate it** with any other literacy programs? What does the program remind you of? Make a connection.
 - d. **Apply it** - Based on what you have learned about the reading program, what should the program look in practice? For instance would the program best serve one group of students and not others (eg. age, literacy skills)?
 - e. Take a stand, choose 1 side, and **argue for or against** the program. Use what you have learned about the program through your research to make a recommendation.
3. Create a brochure or handout for reading specialists and literacy coaches synthesizing the insights gained about the program.
 - a. Limit your brochure or handout to 2 pages max (if double sided) and 4 pages max (if one-sided).
 - b. Information in your brochure should address the areas identified above (see #3).
 - c. Post copies of the brochure to Blackboard or bring hard copies to distribute in class.
 - d. Be creative.
4. Make sure to use APA for citations and references
5. You will share your brochure or handout with the class.

Group Research and Presentation of a Reading Program
Rubric

| Criteria/ Level | Exemplary (4) | Acceptable (2) | Unacceptable (1) |
|-----------------------------------|---|--|---|
| Completion of the task | Thoroughly addresses all the elements of the assignment | Includes most of the elements of the assignment; Minimally addresses all elements of the assignment | Includes some elements of the assignment |
| Research and Connection to Theory | Makes several insightful connections to theory and previous research –effective use of information gained from research of the program; a wide variety of sources used to conduct research | Makes some attempt to connect to theory and previous research; different sources used to conduct research | Little or no connection to theory or previous research; little attempt to diversify sources used to conduct research |
| Implications for Practice | Makes several inferences about the connections between theory and practice by discussing the implications for classroom practice; insights from research are used to identify various ways to implement the program | Identifies educational implications with little elaboration or insight; makes some recommendations for practice that present feasible ways to implement activities | Identifies practical applications with no evidence of understanding of the implications or connections to theory |
| Brochure or Handout | Creative; clearly presents the information for literacy coaches and reading specialists to understand with examples where appropriate; good balance between jargon and practical strategies concise | Some attempt at creativity but presentation distracts from the content; too much jargon is used; goes over the page limit; too verbose; makes some attempt to address the audience | Little or no creativity; makes no attempt to address the audience; too many quotes and jargon with little practical information about the program |
| APA | Demonstrates proficiency in APA for citations and references | Few errors in APA for citations and references (2-3 errors) | Several errors in APA for citations and references |

20-18 points =A 17-15 points = A-
14-12 points = B+ 11-9 points = B 8-6 points= B-

Instructors Comments:

Critical Assessment—Group Presentation of Professional Development Workshop
Assignment Sheet

You will work in groups of 2 or 3 to prepare and deliver a professional development workshop. The workshop participants will be graduate and/or undergraduate teacher education candidates at the university. Topics for the workshops will be identified through a collaborative effort between group members and the rest of the class. Each workshop presentation will require that you submit and obtain approval on a workshop proposal. The workshop should include clear objectives, technology, an engaging hand-on task for the participants, research-based strategies, practical activities and examples for the participants, and a resources packet for participants. The workshop presentation will be approximately 1.5 to 2 hours and all group members need to participate in the presentation.

Critical Assessment—Group Presentation of Professional Development Workshop Rubric

| Criteria | Exemplary (4pts) | Satisfactory/ Effective (2pts) | Unsatisfactory/ Ineffective (1pt) |
|---------------|--|---|--|
| Content | Topic(s) addressed during the workshop are pertinent to language and literacy (reading and writing) development; workshop material is practical and applicable in nature; information presented addresses the needs of diverse community members and reflect the demographics encountered in many urban school contexts; information presented in the workshop is supported by literature/ readings and theories of language and literacy (reading and writing) development | Some information presented in the workshop is supported by readings/ literature and theories of language and literacy development; much of the workshop material is practical in nature, there are some areas of the presentation that do not address issues in literacy (reading) development | Workshop information is mostly theoretical (too abstract) and does not provide explicit transfers into practice; does not address the needs of diverse populations; information presented does not reflect the literacy needs as is suggested in research and theories of language and literacy (reading and writing) development. |
| Presentation | Well organized; topic is clearly presented; there is a clear connection to research; there is a clear connection between theory/research and practice by providing concrete examples for the participants; uses a constructivist approach to teaching and learning with some direct instruction (modeling) by the facilitators with “space” for active, hands-on participation by audience members; uses visuals and other graphics (ex: power point, charts, and graphs); information is presented in a way that it addresses diverse learning modalities; hand outs are also provided to the participants; completed w/in time limit | Some aspects of the workshop are unclear and are not supported with direct instruction / modeling by facilitators; there is little hands-on activity by participants to practice, apply, or discuss what was presented; few visuals were used during the presentation; hand outs are provided but have little use for application by participants | Workshop presentation is disorganized; participants were unprepared; topic was unclear and materials used were irrelevant; no visuals were used by presenters to explain the topic; participants were given little or no time to apply new learning; little or no handouts were provided during the session. |
| Participation | All group members actively participate/facilitate the workshop activities; all group members provide clarification for participants at some point during the session; each group member presents some aspect of the topic during the session | Only some group members present information on the topic during the session; few members facilitate workshop activities and interact with participants during the session | Little or no participation by all group members; there is little or no interaction between presenters and participants during the workshop session |

Scale

A=12-10

B=9-7

C=6-4 (resubmit assignment)

Evaluator’s Comments:

Evaluation of School-Wide Literacy Program Assignment Sheet

Conduct an analysis of the school wide literacy program at your school. Your analysis should include critical questions around the following aspects: Description of the learning context and communication, Literacy Program, Instructional Practices/ Teaching Approaches for Literacy Instruction, Curriculum Materials, Assessment Tools, Professional / Staff Development. These areas should be analyzed in isolation to determine their level of effectiveness and in relationship to the school wide literacy program. You will utilize various sources to collect data (evidence/examples) in order to design an action plan for improvement. In order to support you in this process, we will address each aspect of the analysis (see tentative class schedule). During designated sessions you will be provided with examples to practice for your own investigation. This report should be shared and discussed with members of your school community. Format: PowerPoint Presentation, APA

Description of the Context

1. Provide demographic information about the context.
 - a. provide details about the environment– such as physical space and arrangement of classrooms and how resources are placed in learning contexts
 - b. describe the communication procedures in the context as well as how staff members communicate with parents
 - c. describe the level of participation of all stakeholders (including community members and parents)

Instruction and Professional Development

1. Thoroughly examines and provides a comprehensive detailed description of instructional approaches used, including those who interact with members of diverse groups (ex: special education, ELL)
 - a. utilizes various data sources (ex: observation, checklists, rubrics) to document and evaluate teachers' instructional choices
2. Provides a comprehensive analysis of professional development activities
 - a. provides examples of professional development sessions;
 - b. examines how teacher learning, professional knowledge, collegiality, advocacy, leadership, and accountability are fostered by providing a comprehensive description of professional development activities
3. Analysis: Do you see evidence that professional development activities is impacting instruction; provide examples to support your assertions

Curriculum

1. Provide a comprehensive analysis of the curriculum materials being used.
 - a. Describe the curriculum by using various sources of data -- (ex: original checklists or one used in previous research), observational data from “walk throughs”, and interviews with various stakeholders such as teachers, administrators, students, parents
 - b. Include a discussion of how technology is being used
 - c. Describe curriculum/standards alignment across content area
 - d. Describe what is emphasized in the curriculum by identifying specific examples/evidence of what is taught in each of the four main academic disciplines (ex: Mathematics, Science, Social Studies, English)

Assessment

1. Provide a comprehensive analysis of the assessment tools; closely examines a wide variety of assessments (including those to evaluate both teacher and students);
2. Include a description of how assessment data is being used to address the teaching/learning continuum

Evaluation of School-wide Literacy Program and Oral Presentation Rubric

| Criteria | Target (3) | Acceptable (2) | Unacceptable (1) |
|--|--|---|--|
| Data collection | A minimum of 3 different sources were used to examine the overall literacy program; clearly describes the methods used to collect data | A minimum of 2 different sources were used to examine the literacy program; identifies data collection procedures | Limited or no description of the data collection procedures; Data collected via the same source/method |
| Report and Analysis | Presents a comprehensive description of practices relating to each area; Takes a critical look at each area; Evident that comprehensive analysis used to identify strengths and weaknesses in each area; Goes beyond a “run through” and summary | Provides a brief description of the practices relating to each area; attempts to analyze information obtained to determine strengths and weakness in each area; provides more of a summary of the information obtained through the inquiry | Inconsistent report of the practices – describes some areas and overlooks others; presents a summary of the activities with little or no evidence of analysis |
| Connection to Previous Research | Makes insightful connections about educational implications of what was learned through the inquiry; Appropriately uses research, theories, and/or course readings on school reform (including the reading specialist/coach) and literacy instruction to explain findings; Appropriately uses course readings and theory to provide a rationale for what was learned through the inquiry | Some attempt to connect findings from the inquiry to research, theories, and/or course readings on school reform (including the reading specialist/coach) and literacy instruction; identifies educational implications of what was learned through the inquiry | Little or no connection to research, theories, and/or course readings on school reform (including the reading specialist/coach) and literacy instruction; random discussion of previous research and theory that does not connect to the findings from the inquiry |
| Recommendations | Makes appropriate recommendations for improvement that are based on research, theories, and/or course readings on school reform (including the reading specialist/coach) and literacy instruction; Uses the template provided to present a clear plan for sharing and implementing 1 specific recommendation for each area (if applicable) | Makes an attempt to connect recommendations for improvement to previous research, theories, and/or course readings on school reform (including the reading specialist/coach) and literacy instruction; Template used to provide recommendations for each area | Fails to make recommendations for improvement; Does not connect recommendations to research, theories, and/or course readings on school reform (including the reading specialist/coach) and literacy instruction; Template incomplete |
| Communication of Results | Provides evidence that results of the inquiry was shared with P-12 stakeholders | Provides evidence that results of inquiry will be shared with P-12 stakeholders | No indication that results of inquiry have been or will be shared with P-12 stakeholders |

| | | | |
|-----------------------------|---|--|--|
| Format and Mechanics | Well organized; Appropriate spelling and grammar; no errors in APA format (cover page, abstract, sub-sections, page #s, reference page, running head, header, font size, margins, appendices, etc.); APA writing style used appropriately for citations within the text | Well organized; Appropriate spelling and grammar; less than 3 errors in APA format (cover page, abstract, sub-sections, page #s, reference page, running head, header, font size, margins, appendices, etc.); APA writing style used appropriately for citations within the text | Poor organization; many spelling and grammatical errors; more than 3 errors in APA format; many errors when citing within the text |
|-----------------------------|---|--|--|

Scale: 18-17 = A

16 -15 = A-

14-13 = B+

12-11 = B

10 -9 = B-

8-7 = C+

Your Score/Grade:

Instructor's Comments:

Research the Role of Reading Specialists and Literacy Coaches Assignment Sheet

You will research the role of literacy coach and reading specialist. Review at least 2 sources (e.g. professional books on coaching, research articles, interview a reading specialist/coach). Then write a 3-4 page paper addressing the questions below (the questions are presented in no particular order – you should coherently organize your paper and follow APA).

1. Discuss some of the **overt and subtle** challenges facing literacy coaches/ reading specialists.
2. If you have a coach or reading specialist in your building, to what extent do you see these challenges played out in your schools? In other words, do you see evidence of what was discussed in the readings?
3. Select one of the challenges you identified and offer some **potential solutions** (how you might handle a similar challenge).
4. Discuss new insights you have gained about **the importance of making literacy the focus** throughout the school. Provide 1 example from the text to show how schools can implement literacy initiatives and make systemic (long-term) changes in the building and the role of the reading coach or specialist in this process.
5. Discuss **ONE (1)** recommendation you can make for improving the literacy program in your school. Describe how you will use insights from your research to support your argument for this change.

Research the Role of Reading Specialists and Literacy Coaches
Rubric

Review criteria described on the assignment sheet for more detailed information about the assignment.

| Grade | Criteria |
|-------|---|
| A | <ul style="list-style-type: none"> • Includes <u>all</u> the elements of the assignment • Makes several insightful connections to theory and readings encountered throughout the course • Makes several inferences about the connections between theory and practice by discussing the implications for classroom practice • Exemplary form, structure, and grammar • Demonstrates proficiency in APA |
| A- | <ul style="list-style-type: none"> • Minimally addresses <u>all</u> elements of the assignment • Makes some attempt to connect to theory and readings encountered throughout the course; identifies educational implications with little elaboration or insight • Some proficiency of form, structure, and grammar • Few errors in APA |
| B+ | <ul style="list-style-type: none"> • Includes <u>most</u> of the elements of the assignment • Some connection to theories and readings encountered throughout the course; identifies practical application with little or no elaboration • Adequate proficiency of form, structure, and grammar • Few errors in APA |
| B | <ul style="list-style-type: none"> • Includes <u>some</u> of the elements of the assignment • Identifies practical applications and implications without connections to the readings or theories encountered throughout the course • Demonstrates minimum proficiency with form, structure, and grammar • Some errors in APA |
| B- | <ul style="list-style-type: none"> • Includes <u>some</u> elements of the assignment • Identifies practical applications with no evidence of understanding of the implications or connections to theory • No connections made to readings encountered throughout the course • Some errors in form, structure, and grammar • Some errors in APA |
| C | <ul style="list-style-type: none"> • Revise and resubmit assignment |

Instructor's Comments: