TEXAS A&M UNIVERSITY COMMERCE

Course Number and Section: EDCI/RDG 690
Semester: Winter Mini 2022
Course Title: Principles and Practices of Literacy Leaders
Days: Online
Location: Online
Course Description: A study of significant research in literacy leadership, coaching and related areas.
Prerequisites: Doctoral level standing or consent of the instructor.

Instructor:	Juan Araujo, Ph.D.
Offices:	Main Campus—Ed North
Office Hours:	Mesquite Campus: Immediately before/after class or by appointment
Phone:	(214) 952-6865
Email:	Juan.Araujo@tamuc.edu (this is the best way to contact me)

Course Objectives: Using a workshop approach this course examines research-based methods to assist school leaders implement and support campus-wide literacy programs. In this course campus leaders learn to coordinate, monitor, and assess campus literacy programs, including designing curriculum, analyzing local, state and national data, and share results with campus faculty and staff. Participants learn and apply strategies about ways to provide quality feedback to teachers and children; and learn and apply effective uses of formative assessment to guide instruction.

1. Students will seek out, read, analyze, critique, and present (in oral, written, and online formats) significant and current research in literacy coaching and related areas.
2. Students will become experts in a specific literacy leadership area and serve as a topic and discussion facilitator. In addition, they will supplement the past and present research base, provide an update on the research literature, and project future directions when facilitating topics derived from the course text.
3. Students will actively contribute to a class discussions timeline about significant and current research.
4. Students will interview a literacy leader in a school context and report findings.
5. Students will develop a literacy community plan.
6. Students will engage in ongoing evaluation of themselves on their progress as researchers/learners, engage in a final written self-evaluation, and set future learning/researching goals.

Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 *Screening and Treatment for Dyslexia and Related Disorders*, §74.28. *Students with Dyslexia and Related Disorders*) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

Campus Gun Law (effective Fall, 2016)

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.

University Specific Procedures:

1. ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

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Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

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2. Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).* **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

3. Financial Aid Support: You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans.** You may want to check in to this by contacting the Bursar's Office for more details.

4. MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at **https://leo.tamuc.edu/login.aspx.**

5. eCollege: Will be used for this course.

6. Weather: In case of inclement weather, cancellation of classes will be announced on KETR 88.9 FM. Please check your email immediately for instructor verification of class cancellation and check eCollege for alternative assignments.

7. Syllabus: The syllabus may be revised based on the discretion of the instructor and/or needs of the students. Any revisions will be disseminated by the instructor in writing.

8. Plagiarism: Plagiarism is taking ideas of others and presenting them as your own. Plagiarism may result in dismissal from the doctoral program. You may share the ideas of another author if you cite them. If you use their words exactly, do so as a quotation. Cite and reference the quotation as per APA format.

9. Concealed Handguns: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Required Reading:
Bean, R. M., & Dagen, A. S. (2012). *Best practices of literacy leaders: Keys to school improvement*. New York, NY: The Guildford Press.
American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.
A variety of handouts and online texts provided in eCollege by the instructor or classmates.

Suggested Reading:
Bean, R., & Deford, D. (nd). Do's and don'ts for literacy coaches: Advice from the field, 1-5, Literacy Coaching Clearinghouse, found at www.literacycoachingonline.org/briefs/dosanddontsfinal.pdf
Jones, W. P., & Kottler, J. A. (2006). Understanding research: Becoming a competent and critical consumer. Upper Saddle River, NJ: Pearson.
Galvan, J. L. (2006). *Writing literature reviews (3rd ed.)*. Glendale, CA: Pyrczak.
Pan, M. L. (2008). *Preparing literature reviews (3rd ed.)*. Glendale, CA: Pyrczak,
Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide.* Boston: Merrill.
Pyrczak, F. (2006). *Making sense of statistics: A conceptual overview (4th ed.)*. Glendale, CA: Pyrczak.
Pyrczak, F. (2005). *Evaluating research in academic journals (3rd ed.)*. Glendale, CA: Pyrczak.

Course Requirements and Assignments:
1. **Preparation, Participation, and Professionalism:** This is an interactive seminar so it is critical that you come prepared to discuss, question, critique, debate, and extend/expand/refine your understanding of **all** assigned readings (as noted in goal 1). Complete assignments prior to class as all work is due at the beginning of class. Various types of responses to readings and learning opportunities will be explored and implemented. For example, some readings/topics may require posting responses to e-college and/or e-mail communication. Formal assignments should be typed in APA 6th edition format. Voluntarily participate consistently in class and group discussions. Demonstrate professional behavior in all you do. Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University Commerce Student's Guidebook) may result in removal from class or lowering of your final grade.
2. **Literacy Leadership Principles and Practices:** After reading Chapter 1 write a 2 page narrative that addresses the following question: 1) What is your leadership style? 2) How do you involve the school stakeholders? What do you think about distributed leadership? How does your leadership style affect student achievement?
3. **Interview a Literacy Leader:** With this assignment you will interview and submit a two-page profile of a literacy leader at your campus. Examples of leaders include: teacher leader, literacy coach, literacy specialist, principal, or master reading teacher.
4. **Literacy Leadership Inventory:** Each student will take the leadership self-assessment in 18.1. Students will bring in fill in assessment to discuss with the class.
5. **Developing a Literacy Leader:** Each student will develop a plan to develop a leader at your campus or place of employment.

6. **Take Action:** You will develop a learning community plan (and if time permits take action). Communities may include study groups, teams of leaners, curriculum development, lesson study, or data analysis.

7. **Essential Questions:** Answer the assigned engagement questions for each chapter. You will be required to bring in your thoughts/inquiries to enhance the class.

8. **Topic Facilitator:** On specific class periods you will assume the role of class facilitator on specific chapters/topics/and/or readings. The division of chapters/topics/readings will be determined the first class meeting. Prepare a content reading lesson on your topic (pre, during, & post strategies). The pre and during strategies should be presented one class session prior to the actual discussion. The pre reading strategy should provide activation and assessment of participant's prior knowledge WITHOUT FLUFF. The during strategy should provide a guide to identifying and understanding important concepts as well as preparation for critical thinking about the readings. The post strategy should engage all seminar participants in discussion that leads to understanding of important concepts and critical evaluation of readings. An outline of your lesson plan should be provided to the instructor online a minimum of one week prior to presenting your pre and during strategies. After lesson plans are approved, post the final revised plan on eCollege. Your topic exploration and facilitation should include, but not be limited to:

   a. The class session prior to the topic discussion you will activate prior knowledge (pre) and provide a format/framework for response to readings for each chapter (during). Be sure to provide a handout or electronic document via e-College with information concerning readings and responses as well as the format for responses. Include your name and email. **MAXIMUM TIME ALLOTMENT FOR PRE AND ASSIGNMENT OF DURING—15 MINUTES**

   b. Identify at least one seminal and/or pivotal research study for your topic that you believe "made or makes a difference." Disseminate electronic or paper copies to the class of each study. Attach an annotated bibliography to each study you distribute (either in paper or electronic format) that includes your name, citation in APA format, a brief summary of the research study (be sure to "set the context"), and an explanation of why each research study was chosen that includes info about the author(s) and whether you think the research study represents 1) "where we were"—2) "where we are now"—and/or 3) "where we are going." These must be research studies that were cited and in the References of the chapters you are facilitating. Please note, it is very unlikely (impossible actually) that all of the research studies you need will be available online. Be sure to allot time for library visits.

   c. Identify at least one important research study for each chapter that updates the information in our text. Disseminate electronic or paper copies to the class of each study. Attach an annotated bibliography to each study you distribute (either in paper or electronic format) that includes your name, citation in APA format, a brief summary of the research study (be sure to "set the context"), and an explanation of why each research study was chosen that includes info about the author(s).

   d. The class session of the topic discussion (post) you will engage your peers in exploration of the chapters/readings via an effective and interactive teaching/learning/discussion strategy. This exploration should utilize the reading responses that classmates have brought and/or knowledge gleaned/questions arising from the reading. In other words, **not a lecture**!. Note: While Powerpoint is a valuable tool and demonstrates technological expertise and is an effective way to share key information, just showing/sharing a Powerpoint presentation **is not** considered an interactive teaching/learning/discussion strategy. This exploration should include information/discussion of "where we were"—"where we are now"—and "where we are going" as well as anything else that extends, refines, elaborates, and/or provokes thought! **MAXIMUM TIME ALLOTMENT FOR POST—90 MINUTES**

   e. After you have completed your topic facilitation, post a minimum of twelve key research studies on the class timeline. These studies should be spaced across the timeline. Be sure that your posting includes an annotation for each research study and includes the **reference in APA format. THIS SHOULD OCCUR WITHIN ONE WEEK AFTER COMPLETING YOUR POST.**

   Note: Please make sure all materials you distribute have both your name and information concerning the source (in APA format) on them. In addition, if you are distributing paper copies, please ensure they are compiled in a "manageable" way (stapled, folder, expandable file, spiral bound, etc.) that has your name and the chapter(s) you are sharing clearly marked on all materials. If you are sharing electronically, materials must be uploaded in the appropriate place and your name and chapters or readings you are sharing should be on all documents.

9. **Final Written Evaluation:** Complete a final written evaluation that synthesizes/summarizes your learning/understanding and discusses how you met each course requirement and the quality with which

each requirement was completed. In addition, you will explain/discuss/document your learning. You will receive a handout with additional information concerning the format of this self-evaluation/learning-understanding/synthesis/summary. Be able to document progress on your individual professional timeline (this will involve different "items" for each person—i.e. proposal to professional conference, submission of professional writing, staff development presentation, action research, etc.). Conclude with a summary of progress as a researcher/learner and future learning/research goals. Include a letter grade (A, B, C, or F) on the rubric that you believe reflects your growth/work/contributions in this course. NOTE: I will return the document to you UNGRADED if you do not assign yourself a letter grade.

Evaluation of Requirements/Assignments: Criteria for each requirement will be generated by the class, supplemented by the instructor, and posted on eCollege. The following holistic scoring format will be adapted for each requirement:

5 = Highly Impressive - well above average in thought, organization, and professional choices. Areas could include, but are not limited to, class participation/interaction, responsibility, civility, attendance, or punctuality. Significant progress on own research as evidenced by products handed in. Developing exceptional control of own decision-making and learning processes.

4 = Commendable - in command of thought, organization, and professional choices. Areas could include, but are not limited to, class participation/interaction, responsibility, civility, attendance, or punctuality. Acceptable progress on own research as evidenced by products handed in. Developing good control of own decision-making and learning processes.

3 = Average - probably functional in terms of thought, organization, and professional choices, but in need of instruction. Areas could include, but are not limited to, class participation/interaction, responsibility, civility, attendance, or punctuality. Some progress on own research as evidenced by products handed in. Developing some control of own decision-making and learning processes.

2 = Developing - somewhat lacking in thought and organization. Not consistently aware of professional choices. Areas could include, but are not limited to, class participation/interaction, responsibility, civility, attendance, or punctuality. Little progress on own research as evidenced by products handed in. Little control of own decision-making and learning processes. In need of some remediation.

1 = Questionable - lacking in thought and organization. Lack of awareness of professional choices. Areas could include, but are not limited to, class participation/interaction, responsibility, civility, attendance, or punctuality. Minimal progress on own research as evidenced by products handed in. Little to no control of own decision-making and learning processes. In need of major remediation.

0 = Not Attempted – no product handed in to document work.

Final course grades will be determined jointly by the student and the instructor based on the students self evaluation, the instructor's judgment, and the following scale:

A   5.00 to 4.50 final average score
B   4.49 to 3.50 final average final score
C   3.49 to 2.50 final average score
F   Final average score below 2.5

Since several objectives, assignments, and requirements are intertwined, see the final written evaluation format on eCollege for a detailed explanation for how percentages contribute to your final grade.

RDG 690.001/EDCI 690 Principles and Practices of Literacy Leaders
Instructor Dr. Juan J. Araujo
      Note: 4:30 to 5:00 pm Individual Conferences
      Check e-College Daily

Tentative Schedule

Week	Readings	Assignment	Essential Questions
1	Syllabus	What do you want to know about literacy	

		leadership?	
1	Literacy Leadership in a Culture of Communication (pp. 3-20)	Literacy Leadership Self Assessment	1,4
1	Teachers as Literacy Leaders (pp. 21-42)		1,3
1	Literacy Coach/Reading Specialist/Special Ed/Principals (pp. 43-103)	Interview of a Literacy Leader (A Profile)	Depends
1	Emergent Literacy (pp.127-146)		1,4
1	Literacy Leadership in the Elementary School Reading Program (pp. 147-161)		1,2,3
2	Adolescent Language, Literacy, and Learning (pp. 162-183)		1,4
2	Establishing a Print Rich Classroom (pp. 184-205)	Literacy Leadership Inventory (18.1)	1,3
2	Differentiating Literacy Instruction (pp. 206-229)		1
2	Culturally Responsive Literacy Instruction (pp. 230-247)		1,5
2	English Learners (pp. 248-260)	"Developing a Leader at Your Campus" Plan	1,4
3	Literacy Assessment (pp. 261-294)		1,3
3	Developing Effective Home-School Literacy Partnerships (pp. 317-336)		1,4
3	Literacy Policy (pp. 337-354)		1,3
3	Schools as Places of Learning (pp. 355-378)	Create a LC Community	1