



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDRG 5360	School Wide Literacy Leadership (Synchronous)
Instructor	Office Hours:

A. COURSE DESCRIPTION:

School Wide Literacy Leadership will explore the role of the reading specialist and master reading teacher as a leader in the school and community. This course allows students to examine opportunities to support and guide literacy programs in schools, families, and communities by evaluating a school wide literacy program to promote school change. This course will also take students through the process of supporting educator's growth in pedagogy through a professional development model of instructional coaching to cultivate classroom change. (3 hours) In **addition, 2 years of teaching experience and a valid teaching certificate is REQUIRED.** Prerequisites: EDRG 5310, EDRG 5320, and EDRG 5355.

B. MAJOR COURSE REQUIREMENTS:

- Evaluate School wide Literacy Initiatives by analyzing the following key components and implementing two initiatives at a campus
 - i. School literacy curricula
 - ii. Family literacy Curricula
 - iii. Community literary curricula
- Professional Development –Instructional Coaching
 - i. Complete coaching cycles with a teacher
 - 1. Observations
 - 2. Demonstrations/Modeling
 - 3. Co-Teaching
- Create a Professional Development for in-service teachers on a literacy topic of choice

C. LEARNING OBJECTIVES:

Upon completion of this course students will be able to:

1. Identify and explain school wide literacy programs
2. Discuss effective professional development models for classroom change
3. Facilitate school, family, and community partnerships
4. Facilitate effective professional development series on components of reading instruction

5. Understand and apply school wide literacy aspects in conjunction with the reading specialist

D. STANDARDS:

1. International Literacy Association
 - Standard 1: Foundational Knowledge
 - Standard 5: Literate Environment
 - Standard 6: Professional Learning and Leadership
2. Texas Reading Specialist Standards

<p><u>Research-Based Reading/Literacy Curriculum (Application)</u> 4.6s participate in ongoing curriculum development and evaluation; and 4.7s participate in the coordination of services associated with literacy programs (e.g., needs assessment, program development and evaluation, resource allocation, grant and proposal writing).</p>	<p><u>Assignments:</u> Literacy Initiative</p>
<p><u>Communication and Collaboration with Stakeholders (Knowledge)</u> 4.9k how leadership, communication, and facilitation skills and strategies can affect positive change in the school reading program and reading instruction; and 4.10k principles, guidelines, and professional ethical standards regarding collegial and professional collaborations related to reading instruction</p>	<p>Literacy Initiative Professional Development</p>
<p><u>Communication and Collaboration with Stakeholders (Application)</u> 4.8s facilitate effective interactions among groups and individuals in order to improve literacy instruction for all students. 4.9s communicate research findings and make recommendations based on a convergence of research evidence to colleagues and the wider community. 4.10s communicate information and local data about literacy and, when appropriate, make recommendations to district staff and community stakeholders.</p>	<p>Instructional Coaching Literacy Initiative Professional Development</p>

4.11s model ethical professional behavior; and 4.12s work with other educators to involve parents/guardians in cooperative efforts to support students' reading and writing development.	
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E. LECTURE OR DISCUSSION TOPICS:

- School literacy programs
- Professional development models
- Instructional Coaching-improving classroom instruction
- Instructional Coaching Techniques
- Role of instructional coach vs. reading specialist
- Initiating, implementing and evaluating reading specialist as literacy leaders
- School, family, and community partnerships

F. REQUIRED & RECOMMENDED READINGS:

Bean, R. M. (2015). *The reading specialist: Leadership and coaching for the classroom, school, and community* (3rd ed.). New York: The Guildford Press. **(Required)**

Certify Teacher (<https://www.certifyteacher.com/>). Use the code provided in class for a discounted rate. **(Required)**

S.Kragler, L. Martin, K. L. Bauserman, & D. J. Quatroche (Eds.), *The Handbook of Professional Development, PK-12: Successful Models and Practices*. Guildford Publishing. **(Required)**

Walpole, S. & McKenna, M.C. (2012). *The literacy coach's handbook: a guide to research-based practice*. 2nd. Ed. New York, New York: Guilford Press. **(Recommended)**

G. Assignments

- a. **Instructional Coaching:** The purpose of this assignment is to increase your knowledge in-and experience with instructional coaching. You will choose one teacher at your school to complete all instructional coaching steps. The teacher selected should be a: a) new teacher; b) teacher with teaching experience but who needs literacy support; or c) content area teacher who needs help embedding literacy into the content area.

- b. You will complete the six (6) steps from the “Two Week Coaching Cycle”. See Bb for directions and supporting documents. **This assignment will be explained in detail. You will have opportunities to practice these steps *during* class. (Be sure to read Chapters 6 & 7 in *The Reading Specialist* (book) to build your background knowledge prior to class.)**
- i. Step 1: Focus and Plan a Path
 - ii. Step 2: Gather Classroom Artifacts for Analysis (Observation[s])
 - iii. Step 3: Share What You See
 - iv. Step 4: Demonstrate/Model a Lesson
 - v. Step 5: Co-Teach a Lesson
 - vi. Step 6: Reflect on the Process

Important Notes.

1. For this assignment, choose research-based literacy goals to teach skills, such as: spelling, vocabulary, phonological awareness, comprehension, fluency, and written language, etc. (2.9s and 2.10s) and goals to accomplish during instructional coaching.
2. Before starting with your coachee, complete the “Coaching Agreement” and “Coaching Work Plan” in Step 1.
3. When you are gathering artifacts for analysis, you do NOT have to collect data (recordings) for five (5) days. Complete **at least two** recordings (observations).
4. When viewing the recorded observations, use the document in Step 3 “Lesson Observation and Reflection Tool” to guide you as you take notes to determine: what is the learning activity, what is the teacher doing, what are the students doing, and what feedback you wish to share with the teacher. (*For other observation protocols, see Chapter 7.*)
5. When meeting with the teacher (coachee), record pertinent meetings, especially any goal setting and debriefing/feedback sessions. Use the coaching prompts in Step 3 and the “10 Questioning Mistakes and Solutions”. These documents will allow you to ask appropriate coaching questions.

Dos-

- Please get written permission from the teacher to video record him or her.
- Please ensure that any student who appears on the video has completed the district’s video/photo form.
- Please make sure your principal is aware of this assignment.

Don’ts

- Do not select a “teacher-friend”. This assignment is to help you move into a leadership position, where you will need to become knowledgeable of how to be an instructional coach to all teachers.

- Do not ask your instructor how many rounds you should complete at each step unless you are seeking professional advice and have data and evidence to support your question(s). Otherwise, use your professional judgment as to when to move to the next step.

For additional resources on instructional coaching, please visit:

<http://oklahomainstructionalcoaching.org/> (University of Oklahoma)

<http://www.instructionalcoaching.com/> (Jim Knight, University of Kansas)

www.teachingchannel.org (videos on Instructional Coaching)

<https://www.edutopia.org/topic/instructional-coaching> (videos on Instructional Coaching)

See the rubric for what you will submit for this assignment (____ points).

Instructional Coaching Rubric _____/20 pts	Exemplary	Proficient	Fair	Poor
Steps 1 and 2 of the Two Week Coaching Cycle	<p>Evidence is submitted demonstrating Steps 1 and 2 were completed. At a minimum, evidence should include:</p> <ul style="list-style-type: none"> • Coaching agreement • Coaching Work Plan with instructional goals • Two Time-stamped (notes) video observations of the coachees' teaching (5 minutes each) • Post a reflection (in the Discussion section) about Steps 1 and 2. 	<p>Evidence is submitted demonstrating Steps 1 and 2 were completed; however, one (1) of the items is omitted or is incomplete.</p> <ul style="list-style-type: none"> • Coaching agreement • Coaching Work Plan with instructional goals • Two Time-stamped (notes) video observations of the coachees' teaching (5 minutes each) • Post a reflection (in the Discussion section) about Steps 1 and 2. 	<p>Evidence is submitted demonstrating Steps 1 and 2 were completed; however, two (2) of the items are omitted or are incomplete.</p> <ul style="list-style-type: none"> • Coaching agreement • Coaching Work Plan with instructional goals • Two Time-stamped (notes) video observations of the coachees' teaching (5 minutes each) • Post a reflection (in the Discussion section) about Steps 1 and 2. 	<p>Evidence is submitted demonstrating Steps 1 and 2 were completed; however, three (3) of the items are omitted or are incomplete.</p> <ul style="list-style-type: none"> • Coaching agreement • Coaching Work Plan with instructional goals • Two Time-stamped (notes) video observations of the coachees' teaching (5 minutes each) • Post a reflection (in the Discussion section) about Steps 1 and 2.
Steps 3 and 6 of the Two Week Coaching Cycle	<p>Evidence is submitted demonstrating Steps 3 and 6 were completed. At a minimum, evidence should include:</p> <ul style="list-style-type: none"> • Observation and Reflection Tool for each observation (2 minimum) • A video showing the coach and coachee discussing the time-stamped video observations (Step 3). • A final debrief video discussing if the coaching goals were met (Step 6) • A reflection of the process (Step 6) 	<p>Evidence is submitted demonstrating Steps 3 and 6 were completed; however, one (1) of the following is missing:</p> <ul style="list-style-type: none"> • Observation and Reflection Tool for each observation (2 minimum) • A video showing the coach and coachee discussing the time-stamped video observations (Step 3). • A final debrief video discussing if the coaching goals were met (Step 6) • A reflection of the process (Step 6) 	<p>Evidence is submitted demonstrating Steps 3 and 6 were completed; however, two (2) of the following are missing:</p> <ul style="list-style-type: none"> • Observation and Reflection Tool for each observation (2 minimum) • A video showing the coach and coachee discussing the time-stamped video observations (Step 3). • A final debrief video discussing if the coaching goals were met (Step 6) • A reflection of the process (Step 6) 	<p>Evidence is submitted demonstrating Steps 3 and 6 were completed.; however, three (3) of the following are missing:</p> <ul style="list-style-type: none"> • Observation and Reflection Tool for each observation (2 minimum) • A video showing the coach and coachee discussing the time-stamped video observations (Step 3). • A final debrief video discussing if the coaching goals were met (Step 6) • A reflection of the process (Step 6)

<p>Step 4 and 5 of the Two Week Coaching Cycle</p> <p>TX Reading Specialist Standards Addressed:</p>	<p>Evidence is submitted demonstrating Step 4 and 5 were completed. At a minimum, evidence should include:</p> <ul style="list-style-type: none"> • A demonstration video is posted • A reflection of the demonstration experience is posted • A co-teaching video is posted • A reflection of the co-teaching experience is posted 	<p>Evidence is submitted demonstrating Steps 4 and 5 were completed; however, one (1) of the following is missing:</p> <ul style="list-style-type: none"> • A demonstration video is posted • A reflection of the demonstration experience is posted • A co-teaching video is posted • A reflection of the co-teaching experience is posted 	<p>Evidence is submitted demonstrating Steps 4 and 5 were completed; however, two (2) of the following are missing:</p> <ul style="list-style-type: none"> • A demonstration video is posted • A reflection of the demonstration experience is posted • A co-teaching video is posted • A reflection of the co-teaching experience is posted 	<p>Evidence is submitted demonstrating Steps 4 and 5 were completed; however, three (3) of the following are missing:</p> <ul style="list-style-type: none"> • A demonstration video is posted • A reflection of the demonstration experience is posted • A co-teaching video is posted • A reflection of the co-teaching experience is posted
<p>Reflection and Permissions</p>	<p>In a 1.5-2 page paper discuss how this assignment meets the Reading Specialists' standards. Discuss how this experience can or cannot be useful to you as an educator. Discuss what you learned from this experience. Discuss if your self-efficacy to instructional coaching changed.</p> <p>Permissions- all forms are submitted regarding any permissions to complete this assignment (especially those participants appearing in videos).</p>	<p>The assignment meets all but one (1) of the criteria in the Exemplary column.</p>	<p>The assignment meets all but two (2) of the criteria in the Exemplary column.</p>	<p>The assignment meets all but three (3) of the criteria in the Exemplary column.</p>
<p>Mechanical Grammatical Academic Language</p>	<p>All materials are free of any errors. All materials are professional. Academic Language is used in all videos.</p> <p>ALL videos and materials are properly labeled (e.g., "demonstration video", "coaching agreement", etc.)</p>	<p>1-2 errors exist in all materials listed in the Exemplary Column.</p>	<p>3-4 errors exist in all materials listed in the Exemplary Column.</p>	<p>5+ errors exist in all materials listed in the Exemplary Column.</p>

Sections that are not submitted will result in a "0" for that section.

2. **School Wide Literacy Initiatives:** The purpose of this assignment is to develop literacy initiatives for your campus and community. You will choose from a list of assignments to complete. *Assignments with an asterisk (*) must be completed.* From the list of assignments, you will choose **one** to complete. **This assignment counts as ____points.**

Required Assignments:
*Literacy Initiatives Paper- Through researching and interviewing, determine the literacy initiatives on your campus and in your district. In a 2–3-page paper, discuss how the literacy initiatives incorporate the following: student literacy outcomes, teacher development, family literacy, and community literacy. Next, discuss if the campus’ and district’s initiatives align with Region 20, Texas, and the United States’ literacy initiatives.
*Curriculum Vita- Because you will begin to establish various literacy initiatives on your campus, keep a current curriculum vita highlighting any PDs (Professional Development), parent literacy nights, etc. that you implemented.
Using your Literacy Initiatives Paper as a framework for campus needs, please choose <u>one(1)</u> of the following assignments to complete. It is necessary to work with other teachers on your campus to implement these tasks. The teachers do <u>not</u> have to be teachers in the cohort or in this class. <i>These initiatives shall be “new initiatives” developed by you, meaning you cannot simply volunteer for an event already being held on your campus. For any events, develop a feedback form AND submit the results with your project. The action plan template is in this syllabus.</i>
_____ A. Grant- Write a grant to receive funding to support your initiative on your campus. Research teacher-related grants (First Mark Credit Union, HEB, ISD grants, etc.) and submit a grant to seek funding. You may also use crowd sourcing for funding (Donor’s Choose, etc.). If you choose crowd sourcing, you must show evidence of how you aggressively pursued funding for your grant. Do not simply just post a grant on the crowd sourcing website. Show evidence where you pursued funding from people you know or people in your professional network.
_____ B. Book Club- Conduct a monthly before <i>or</i> after school book club or literature circle for students. (This cannot be during your regular reading time. Remember, these are campus-wide initiatives and should include any student who is interested in the selected grade or grade range. Create an interesting name so that students are excited, engaged, and want to attend.)
_____ C. Professional Learning Community (PLC)- Conduct monthly PLCs with a group of teachers focusing on professional books.
_____ D. Parent Literacy Workshop- Conduct a parent literacy workshop focusing on increasing parents’ self-efficacy to assist their child(ren) with literacy-related skills.
_____ E. Family Literacy Night- Plan and implement a family literacy night for your campus.
_____ F. Data Wall and/or Data Room- Implement a data wall or data room on your campus where teachers can meet and discuss their data so that they can make instructional decisions as a team. Data walls should be a visual, interactive representation of data results over time. One should be able to look at the data briefly and determine the schools’ data, a specific classroom, or individual students. One should be able to understand the trends regarding strengths and weaknesses for the school, grade level, and specific populations (MDE). See examples online.

_____ G. Writing Camp - Implement a week-long writing camp for students at a specific grade level. The writing camp can take place before or after school.
_____ H. Reading Camp - Implement a week-long reading camp for students at a specific grade level. The reading camp can take place before or after school.
_____ I. Literacy Tutoring Program - Work with campus staff to implement a semester-long literacy tutoring program.
_____ J. English Language Learners (ELL) - Work with the ELL/Bilingual staff to implement a literacy event (camp, tutoring, etc.) specifically for ELLs. The instructional materials and strategies should focus on promoting the transfer of skills from oral language to written language while maintaining literacy in the primary language.
_____ K. Professional Development - Conduct a before or after school literacy professional development for teachers or teacher aides on your campus.
_____ L. Community Literacy Event - Plan and implement a Saturday community event. The focus of <i>your</i> portion of the event will be community literacy. This event can be coupled with other topics such as financial literacy and health promotion.
_____ M. Curriculum Development and Evaluation : Participate in ongoing curriculum development and evaluation. Volunteer to serve on a curriculum development and/or selection committee. This includes textbook committees, as well.
_____ N. Book Drive - Organize a campus book drive or work with a few of your peers in this course and on your campus to organize a district book drive. Be aggressive in your approach to collecting books. Do not simply set a box outside of your door.
_____ O. Dyslexia - Organize a week of instructional experiences for dyslexic students. Instruction and activities should focus on multisensory teaching. Complete this assignment before or after school. (3.9s)
_____ P. Other - If you prefer to complete an assignment not listed as a choice, but the initiative is needed on your campus, discuss with your instructor to get special permission to complete tasks outside of these that are listed.

Additional Notes

- 1. For any event, you are representing A&M-SA, your school district, and your principal. It is pertinent, therefore, that you properly preplan and execute your event.**
- 2. For any event, recruit campus leadership and staff to assist you. Delegate and spread the workload.**
- 3. Be aggressive in recruiting participants for your event.**
- 4. All events must have an evaluation form. This will give you feedback on what the strengths of the event were and what areas need improvement. This information is valuable so that you will know what to do and not to do should you host this event again.**
- 5. Go to the Google Drive folder for this class and create a folder with your “real” name (e.g., Jane Doe). Inside of the folder, create a folder with your event’s name and school (Family Literacy Night_ABC Elementary), upload appropriate pictures from your event. Upload any permission forms needed if uploading pictures of minors. (These**

pictures may be used by faculty to highlight the Reading Program and for recruitment purposes.)

6. Professionalism (appropriate images and fonts, error-free wording & sentences) should be evident in any form of communication (flyers, emails, brochures, handouts, feedback forms, etc.). Work with your campus staff to proofread any correspondence before sharing with the public.
7. All events must take place during September, October, and/or November. No events will be scheduled in December.

Action Plan for the School Wide Literacy Initiatives

Name: _____

Initiative #1: _____

Date: _____

Location (School): _____

Location Address: _____

Briefly describe the initiative (100-150 words):

Assistants or Support Staff for this initiative: _____

Initiative #2: _____

Date: _____

Location (School): _____

Location Address: _____

Briefly describe the initiative (100-150 words):

Assistants or Support Staff for this initiative: _____

School Wide Literacy Initiatives Rubric _____/30 points	Exemplary 6	Proficient 4	Fair 2	Poor 0
Literacy Initiatives Paper (LIP)	The LIP addresses each of the following for the campus <u>and</u> the district: <ul style="list-style-type: none"> • Student literacy outcomes • Teacher development • Family literacy • Community literacy The LIP discussing how these initiatives align with: <ul style="list-style-type: none"> • Region 20 • Texas • United States ___The LIP meets the page requirements. __The LIP is organized and uses transition words to organize thoughts. ___The LIP is error free (zero).	The LIP includes all criteria in the Exemplary column except one (1).	The LIP includes all criteria in the Exemplary column except two (2).	The LIP includes all criteria in the Exemplary column except three (3).
Curriculum Vita (CV)	An updated CV is submitted. The CV is professional in its appearance and is error free. The CV includes the literacy initiatives (and other professional duties) included.	The CV contains one (1) error, and/or needs to be improved in the following area _____.	The CV contains two (2) errors, and/ or needs to be improved in the following area _____.	The CV contains three (3) errors, and/or needs to be improved in the following area _____.
Literacy Initiative #1 _____	-The Literacy Initiative addresses a need on the campus. -Evidence of the initiative is submitted, which <i>may</i> include: any preplanning materials, flyers, permission forms,	The Literacy Initiative addresses a need on the campus. -One (1) evidence piece is missing.	The Literacy Initiative “somewhat” addresses a need on the campus. <u>or</u>	The Literacy Initiative does not address a need on the campus. <u>or</u> -Three (3) evidence pieces are missing.

	powerpoints, feedback forms, etc.		-Two (2) evidence pieces are missing.	
Literacy Initiative #2	-The Literacy Initiative addresses a need on the campus. -Evidence of the initiative is submitted, which <i>may</i> include: any preplanning materials, flyers, permission forms, powerpoints, feedback forms, etc.	The Literacy Initiative addresses a need on the campus. -One (1) evidence piece is missing.	The Literacy Initiative “somewhat” addresses a need on the campus. <u>or</u> -Two (2) evidence pieces are missing.	The Literacy Initiative does not address a need on the campus. <u>or</u> -Three (3) evidence pieces are missing.
Reflection	In a 1.5-2-page paper discuss how this assignment meets the Reading Specialists’ standards. Discuss how this experience can or cannot be useful to you as an educator. Discuss what you learned from this experience. Discuss if your self-efficacy to implement literacy initiatives on a campus increased.	1-2 errors exist in all materials listed in the Exemplary Column.	3-4 errors exist in all materials listed in the Exemplary Column.	5+ errors exist in all materials listed in the Exemplary Column.

3. Professional Development- The purpose of this assignment is to allow you to gain experience providing professional development to your peers. Using the *Handbook of Professional Development*, your team will develop a **30** minute PD on the chapters assigned to you. Your goal is to provide interactive and engaging ways to relay the information to the class on successful professional development models and practices for PreK-12. **This assignment counts 20 points. The professional developments will be virtual. Please ensure they are engaging utilizing various digital resources.**

- a. **Faculty:** Chapters 1-3
- b. **Team 1:** Chapters 4-7
- c. **Team 2:** Chapters 8-11
- d. **Team 3:** Chapters 12-15
- e. **Team 4:** Chapters 16-19
- f. **Team 5:** Chapters 20-23
- g. **Faculty:** Chapters 24 and 25

PD Rubric _____ /20 points	Exemplary 4	Proficient 3	Fair 2	Poor 1
Chapters _____ to _____ Topic(s):	The presenters presented accurate information on the topic and provided enough information for the participants to fully grasp the topic(s).	The presenters presented information on the topic and provided information for the participants to grasp the topic(s). (There was 1 information area of concern and/or confusion.)	The presenters presented information on the topic and provided information for the participants to grasp the topic(s). (There were 2 information areas of concern and/or confusion.)	The presenters presented inaccurate information due to 3+ information areas of concern and/or confusion.
PD is Grounded in Theory “We stand on the shoulders of giants.” (Sir Isaac Newton)	The PD workshop was grounded in theory and includes 3+ other sources of information beyond the chapters.	The PD workshop was grounded in theory and includes 2 other sources of information beyond the chapters.	The PD workshop was grounded in theory and includes 1 other sources of information beyond the chapters.	The PD workshop is not grounded in theory.
Activity(ies)	-The presenters presented an engaging adult learner activity to help adults understand and retain the information on the topic.	-The presenters presented a “somewhat” engaging adult learner activity to help adults understand and retain the information on the topic.	-The presenters presented an activity. The activity, however, was not engaging <u>or</u> the adult learner was confused as to what to do during the activity.	-The PD workshop activity was poorly executed. <u>or</u> -The presenters presented an activity to their peers through explanation only . Peers were not able to participate in the activity.
PD Workshop Extras	-The PD workshop had a great opening (e.g. ice breaker) and closing. -The PD workshop included a feedback form. -The PD workshop provided participants opportunities to fully engage in learning. -The PD workshop had an <i>additional</i> media component outside of a Powerpoint or Prezi.	<i>The PD was missing 1 of the following:</i> -The PD workshop had a great opening (e.g. ice breaker) and closing. -The PD workshop included a feedback form. -The PD workshop provided participants opportunities to fully engage in learning. -The PD workshop had an <i>additional</i> media component outside of a Powerpoint or Prezi.	<i>The PD was missing 2 of the following:</i> -The PD workshop had a great opening (e.g. ice breaker) and closing. -The PD workshop included a feedback form. -The PD workshop provided participants opportunities to fully engage in learning. -The PD workshop had an <i>additional</i> media	<i>The PD was missing 3+ of the following:</i> -The PD workshop had a great opening (e.g. ice breaker) and closing. -The PD workshop included a feedback form. -The PD workshop provided participants opportunities to fully engage in learning. -The PD workshop had an <i>additional</i> media

	-The PD workshop had an “it” factor and would be ready to be presented to a larger audience.	-The PD workshop had an “it” factor and would be ready to be presented to a larger audience.	component outside of a Powerpoint or Prezi. -The PD workshop had an “it” factor and would be ready to be presented to a larger audience.	component outside of a Powerpoint or Prezi. -The PD workshop had an “it” factor and would be ready to be presented to a larger audience. .
Collaboration and Overall Appearance of the PD Workshop	-It is evident that the presenters collaborated on the PD workshop. -All members are <i>present</i> and had equal time speaking and no one- person dominated the PD workshop. -It is evident that the presenters practiced before presenting the PD workshop. -Each member used Academic English when presenting. -Each member showed enthusiasm while presenting and did not sound monotone. -The information on the presentation tool (ppt/Prezi,etc) flowed in a logical order.	One (1) of the following is missing: -It is evident that the presenters collaborated on the PD workshop. -All members are <i>present</i> and had equal time speaking and no one- person dominated the PD workshop. -It is evident that the presenters practiced before presenting the PD workshop. -Each member used Academic English when presenting. -Each member showed enthusiasm while presenting and did not sound monotone. -The information on the presentation tool (ppt/Prezi,etc) flowed in a logical order.	Two (2) of the following are missing: -It is evident that the presenters collaborated on the PD workshop. -All members are <i>present</i> and had equal time speaking and no one- person dominated the PD workshop. -It is evident that the presenters practiced before presenting the PD workshop. -Each member used Academic English when presenting. -Each member showed enthusiasm while presenting and did not sound monotone. -The information on the presentation tool (ppt/Prezi,etc) flowed in a logical order.	Three (3) of the following are missing: -It is evident that the presenters collaborated on the PD workshop. -All members are <i>present</i> and had equal time speaking and no one- person dominated the PD workshop. -It is evident that the presenters practiced before presenting the PD workshop. -Each member used Academic English when presenting. -Each member showed enthusiasm while presenting and did not sound monotone. -The information on the presentation tool (ppt/Prezi,etc) flowed in a logical order.

4. You must take the Certify Teacher Reading Specialist Practice Exam (pretest/preexam). Print out your score and upload the report to Blackboard. Then, you must spend 10 additional hours practicing and reviewing the Reading Specialist content. Print the report or a screenshot of the total amount of hours spent utilizing Certify Teacher.

ALL ASSIGNMENTS ARE REQUIRED TO COMPLETE THIS COURSE.

Evaluation and Grading Policy: All written assignments must be turned in on time – in class. Assignments are due on the date indicated in the syllabus. Points will be deducted for assignments turned in after the due date regardless of attendance in class. Technical difficulties will NOT be accepted as a reason for **LATE** assignment submission. Begin your assignments early, visit the campus library, and dialogue with peers.

Late Assignments: 25% of your total assignment points will be deducted if an assignment is late. For **each day that an assignment is late, 10 percentage points** will be deducted for up to two calendar days. After the **third day, the assignment is counted as a zero** unless prior approval from the instructor has been granted along with official documentation. Make-up assignments will only be granted for documented approved absences. Students are responsible for keeping track of written documentation if approval given.

Assignment	Points Possible	My Points
Instructional Coaching		
School Wide Literacy Initiatives		
Professional Development (In-Class)		
Certify Teacher Practice Exam		
Total Points	100	

Grade: 100 – 90 = A 89 – 80 = B 79 – 70 = C 69 – 60 = D 59 -50 = F

Active and Engaged Participation:

Much of the learning and teaching that will occur during this course will be the result of our interaction together as we explore ideas, engagements, and questions. Your attendance, preparation, and active participation in all aspects of the class is essential for everyone's learning. This course is one which **cannot** be made up through outside reading. While styles of participation are an individual trait, active participation in small group interactions is essential to the learning process. If you are absent once (excused or unexcused), your grade will **not** be impacted. Two or more absences will impact your grade for the semester (5 points deducted for each absence). Also, arriving at class on time and remaining present for the duration of the class is vital. Late arrivals and early departures will result in a deduction of points and will have an impact on your final grade (3 tardies and/or early departures will result in one absence). If you know you will be absent or encounter an emergency, please be certain to inform me prior to your absence. Absences and tardies WILL affect your grade. For extenuating circumstances, please contact me (**work, childcare, dr. apt. etc.** are NOT extenuating circumstances – please make prior arrangements).

Technology:

Due to the format of the class being a Hybrid course, there will be online assignment requirements that you will have to complete outside of the course meeting times. However, cell phones should be turned on silent during class time. If there is an emergency or concern, the cell phone may be placed on vibrate during class. If you **MUST** take a call, please step outside of the classroom to take the call. Please refrain from texting, viewing social media, emailing, etc. in respect of the course content and your classmates. If computers or tablet devices are necessary for a class meeting time, I will inform you prior. Also, all correspondence for this course will be via your Jaguar email account. **Remember it is your responsibility to make sure you can receive email through your Jaguar account. Please expect a 24-48 hour return on emails.**

Responsibility: As a teacher, you are expected to maintain a high level of responsibility. Therefore, you **MUST** be responsible for verifying due dates, expectations, and quality of work. **If there is something you do not understand, please ask.** Also, you must be aware of the TAMUSA academic calendar available on website.

Professionalism: This course is designed to meet your needs. Much planning and preparation has gone into course development. If you have a concern, problem, or question, please schedule a time to meet with your instructor individually to discuss.