

Texas A&M University- San Antonio

College of Education and Human Development, Department of Curriculum and Instruction

EDRG 5360: School Wide Literacy Leadership

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. This course requires a 30-hour clinical practicum in reading. (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 Programs by analyzing the following key components and writing a technical report or paper of the analyses
 - i. School literacy curricula
 - ii. Family literacy Curricula
 - iii. Community literary curricula
- Professional Development –Instructional Coaching
 - .Synthesis of various instructional coaching models
 - i. Analysis of reflective teaching
- Create a Professional Development for in-service teachers on a literacy topic of choice
- Completion of 30 clinical practicum hours in reading

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:

International Literacy Association

- Standard 1: Foundational Knowledge
- Standard 5: Literate Environment
- Standard 6: Professional Learning and Leadership

Master Reading Teacher Standards

- Standard I: Components of Reading
- Standard III: Differentiated Reading Instruction Design and Implementation
- Standard VI: Research-driven Intervention and Leadership

Reading Specialist Standards

- Standard I: Components of Reading
- Standard IV: Professional Knowledge and Leadership

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:

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

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.