



TEXAS A&M UNIVERSITY
SAN ANTONIO

**EDRG 5360 School Wide Literacy Leadership
Department of Curriculum and Instruction**

Instructor Name: Rebekah E. Piper, PhD	A&M-San Antonio email: rpiper@tamus.edu
Office Hours and Location: 30 Minutes Before and After Class or By Appointment Madla 336B	Course Location & Time: Online via Zoom (Link in Blackboard)

REQUIRED TEXTBOOK:

Bean, R. M. (2020). The Reading/Literacy Specialist. *Best practices of literacy leaders: Keys to school improvement*, Guilford Press. **(Required)**

Recommended Material:

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

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)**

COURSE DESCRIPTION:

School Wide Literacy Leadership will explore the role of the reading specialist 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 5325, and EDRG 5355.

STUDENT LEARNING OBJECTIVES:

1. RS Standard IV: Professional Knowledge and Leadership:

The Reading Specialist candidate will participate and collaborate with education stakeholders to improve literacy instruction for all students.

The Reading Specialist candidate will understand how resources and materials provide foundational knowledge on the research of literacy education.

The Reading Specialist candidate will demonstrate an understanding of the major theories of language acquisition, reading, cognition, and learning and effectively articulate how the theories guide instructional decisions.

STANDARDS:

Collaboration and Communication with Educational Stakeholders

4.9k how leadership, communication, and facilitation skills and strategies can effect 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

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;

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

Research Based Reading/Literacy Curriculum

4.6k sources for locating information about convergent research on reading;

4.7k foundations of basic research design, methodology, and application; and

4.8k methods and criteria for critically reviewing research on reading and selecting research for educational applications.

4.2s apply knowledge of convergent research for improved literacy instruction for all students

4.3s facilitate teacher-based and classroom-based research that uses a range of methodologies for the purpose of improving reading instruction;

4.4s prepare written documentation of assessment data, analysis of instructional needs, and accommodations for instruction;

4.5s consult on individual educational plans for students with learning problems related to literacy;

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)

Theoretical Foundations of Literacy

4.1k the major theories of language acquisition, reading, cognition, and learning (e.g., behaviorism, cognitivism, constructivism, transactionalism);

4.2k the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition;

4.3k the importance of the interactions among the reader, the text, and the context of the reading situation

4.4k the role of societal trends and technological innovations in shaping literacy needs (e.g., Internet, reading electronic texts); and

4.5k the importance of understanding and respecting cultural, linguistic, ethnic, and individual diversity.

4.1s communicate the theoretical rational for instructional decisions and practices.

TEXAS COMMISSIONER TEACHER STANDARDS:

TAC 228.57 (c) (1) Code of Ethics and standard practices for all Texas educators

TAC 228.57 (c) (3) Instruction regarding mental health, substance abuse, and youth suicide

TAC 228.57 (c) (4) The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities.

GRADING POLICIES

Assessment		Points
Instructional Coaching	4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 4.10, 4.11	20
School Wide Literacy Initiatives	4.6, 4.12	30
Professional Development (Synchronously During Class)	4.4, 4.5, 4.6, 4.7, 4.8, 4.9	20
Hybrid Assignments (Strength Quest Survey (from A&M-SA Student Activities)	RS Standard I – IV	25
Youth Mental Health First Aid Training (part of hybrid hours)		5

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0.0

- All assessments and assessments in the course are intended to provide both the student and the instructor with a gauge of students' level of understanding of the course content and ideas throughout the semester. Each assessment will build off the previous one to provide a multi-layered understanding of the concepts in the course.
- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.
- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations and descriptions, and/or grading rubrics provided in Blackboard.

Grading Scale

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

BLACKBOARD SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:
 *Visit the Blackboard Student Help Site.

COURSE POLICIES

ATTENDANCE:

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 to 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 impact on your final grade.

LATE WORK POLICY:

Late work will not be accepted.

ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assessments must be neatly typed. **The content of tests and assessments will be evaluated based on the level of higher-ordered thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assessments must be submitted through Blackboard** unless otherwise specified by the instructor.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

COURSE FORMATIVE AND SUMMATIVE ASSESSMENTS:

Assessments	Description
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 is in need of literacy support; or c) content area teacher who needs help embedding literacy in the content area. You will complete the six steps from the “Two Week Coaching Cycle” outlined in Blackboard.
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 (see Blackboard). From the list of assignments, you will choose two to complete. You will present your two initiatives to the class on the final week. Therefore, I encourage you to take pictures of events, maintain records/materials, etc.
Professional Development	The purpose of this assignment is to allow you to gain experience providing professional development to your peers. Using the <i>course textbook</i> , your team will develop a 35-40 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.
Hybrid Assignments	You will complete a variety of online assignments for this class. The purpose of these assignments is to increase your literacy leadership abilities. Between classes, you should average 4.5 hours of online learning (22.5 total hours). The assignments choices are outlined in Blackboard. Submit the documentation sheet <u>and</u> the correct evidence for each of the assignments. Again, you <u>must</u> accumulate 22.5 hours .

COURSE POINT BREAKDOWN

The instructional methods for this course will include online instruction, small group discussion, whole group discussion, analysis of course readings, and critical reflective experiences. The assignments are required as part of the learning experiences and all assignments must be completed.

The assessments for this course, with their accompanying point value is as follows:

Instructional Coaching	20
School Wide Literacy Initiatives	30
Professional Development	20
Hybrid Assignments	20
Strengths Quest Survey	5
Mental Health Modules	5

100 Points Total

CALENDAR OF ACTIVITIES

The Texas A&M-San Antonio academic calendar can be found at:

<https://www.tamusa.edu/academics/academic-calendar/current-year/spring-2026.html>