**7751 Literacy Leadership and Coaching**

###### Curry School of Education

**Spring 2012**

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| Instructor: Mary P. Abouzeid, Ph.D.  Phone: 434-924-0750  E-mail: [ma5y@virginia.edu](mailto:aof2b@virginia.edu)  Office hours by appointment (335 Bavaro) | Thursday afternoons 4-6:45  Class begins: January 19  Mid-term break: March 8  Last class date: April 26  Final Exam: due May 5 |
| Technical problems with Collab: | [**collab-support@virginia.edu**](mailto:collab-support@virginia.edu) |

**Course Description**

Literacy Leadership and Coaching is the capstone course for the Reading Masters program. The course has two primary goals: 1) Examine the leadership role of the literacy specialist/coach and 2) Learn how to evaluate the reading program (school level/district level) and implement change. Both of these goals will be met by examining central issues related to literacy instruction, assessment, and leadership. A key mode of instruction will be the use of case studies and scenarios to analyze and consider how schools/districts can improve their reading instruction/programs.

**Course Objectives**

It is important to understand the historical context of today’s current practices. This course will begin with a review of the influences that have shaped reading instruction over the past 50 years. We will consider recent federal legislation and recognize how it has shaped and continues to affect reading instruction nationally. Some of the key issues that reading specialists and coaches are expected to provide leadership for will be discussed, evaluated and role-played through case studies. These topics include: evaluating and using assessment tools, instructional schedules and tasks, instructional materials, monitoring test results, response to intervention (RTI), meeting the needs of English language learners and providing outreach to parents.

**INSTRUCTIONAL PROCEDURES:** The course will involve a high level of interaction between and among participants and the instructor. Lectures will be live (face-to-face) or online interactions that will include case studies. Student interaction will take the form of class exercises, including individual and small-group oral and written presentations; responses to critical reading via discussion (forums); and critique papers that are submitted for grading. There will be an online final exam (in Collab).

**MODE OF INSTRUCTION:** We will use the University’s platform for courses, called Collab (https://collab.itc.virginia.edu/portal).   Students are expected to activate their UVa ID and use it for access to the class site. Assignments will be submitted and returned via the assignments link; the grade book will allow individual students to keep track of their performance in the course. With the exception of textbooks, all course materials and readings will be available on the Collab site as downloadable documents.

**Grading and Course Requirements**

The final grade in this course will be based on the following:

Activity %

Class participation/forums 15

Evaluation/Critique papers 60

Final Exam 25

#### Attendance & Participation 15%

Each student will be responsible for attending all classes, completing required readings, participating in group presentations as well as classroom discussions, and completing written assignments as indicated on the course schedule. At the end of the semester, each student will be asked to indicate (on his/her honor) the readings completed.

**Evaluation and Critique Papers 60% *Complete 3 out of 7 Evaluation papers***

You will complete a series of evaluation/critique papers to take a critical look at the reading program in your school or a school of your choosing. Each evaluation should include recommendations for improvement *as necessary*. Be sure to **reference** your course readings and include a **bibliography.** Each paper should be3-5 pages, 12 pt font, double spaced. Please follow APA guidelines. Do not exceed the page limit. See the Purdue OWL website for APA formatting guidance.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Rubrics will be provided for each paper and can be found in the Course Materials Link.

**Paper 1 Due: February 23 Choose One:**

1. **Role of the Reading Specialist/Coach:** Interview the reading specialist or coach at your school. Describe his/her role and evaluate his/her role in terms of your readings and what you know to be an effective use of the specialist/coach. Do you have any recommendations?
2. **Assessment Tools and Grouping**: What assessment tools are used for monitoring growth and for developing groups? Examine a cluster of grade levels (primary, 3-5, middle or high school). How are students typically grouped for instruction per class? Per grade level? How do current practices fit with your readings? Do you have any recommendations?

**Paper 2 Due: March 22 Choose One:**

1. **Struggling Readers/ELL Learners**: What type of extra instruction do struggling readers and ELL students get? Who provides the instruction? How much time is allocated? What materials are used? Are their needs met? How are current practices supported by your readings? Do you have any recommendations?
2. **Time & Tasks**: How is the LA Block scheduled at your school? Are teachers consistent in their scheduling? How much time is spent on each task? How do current practices fit with those discussed in your readings? Do you have any recommendations?

**Paper 3 Due: April 19 Choose One:**

1. **Coaching:** Observe one teacher, identify the strengths and weakness of instruction and determine how you would coach this teacher? How did his/her instructional practices fit with the readings? What recommendations would you make?
2. **Professional Development**: What type of professional development is provided for the faculty? How are topics chosen? What needs do data suggest? Make your recommendations for a cohesive PD plan.

**Final Exam:** The Final Exam is a multiple-choice and short answer exam to be completed online.

**Grading Scale**

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| 100 A+  95-99 A  90-94 A- | 87-89 B+  83-86 B  80-82 B- | 77-79 C+  73-76 C  70-72 C- | 60-67 D  <60 F |

**Required Texts**

Bean, R. M., & Dagen, A. S. (2011). *Best practices of literacy leaders: Keys to school**improvement*. New York, NY: Guilford.

McKenna, M. C., & Walpole, S. (2008). *The literacy coaching challenge: Models and methods for grades K-8*. New York, NY: Guilford.