EDUC 6304
Literacy Coaching

Instructor: Dr. Tara Tuchaai, Ph.D.
Class Schedule: Wednesday 5.00 pm-9.00 p.m.
Office Hours: By appointment
Email: tuchaat@stthom.edu


Course Description: This course will include an examination of the reading specialist as a literacy coach across grade levels and with regard to several different contexts including geographically dispersed, private and public, and multiple grade level settings. The course will include historical perspectives of reading instruction, models for working collaboratively, the design and administration of assessments, reading program implementation, remediation of reading difficulties, and the consideration of reading instruction with regard to diverse learners, including students with disabilities and English Language Learners.

Course Objectives: Students will be able to identify the major trends in literacy specific to literacy coaching or supervising as a reading specialist. They will also be able to demonstrate the ability to supervise a literacy program in a variety of context with even the most diverse populations. By supervision, we mean specifically the design, implementation, management or monitoring, and assessment of a variety of reading and writing programs. The literacy coach will be able to all of these things in line with the many of the standards set forth by governing agencies.

INTERNATIONAL READING ASSOCIATION (IRA) STANDARDS
1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Candidates view professional development as a career-long effort and responsibility.

Methodology: Each class will include a brief lecture given by the instructor. A large portion of the class will include large and small group discussion and activities. These discussions and activities are designed to apply, analyze, and synthesize, and reflect upon the queries, concepts, strategies, techniques, and any other information relating to literacy that teachers may encounter in their classrooms.

Assignments: Late assignments will be counted off by 10% and will not be accepted after one class period. NO exam will be issued in this summer school module. Course work will consist of material covered in the entirety of the course.

Reaction papers (40%): Students will complete two papers (20% each) that are reactions to or applications of two of the peer-reviewed articles posted for the course. The reaction paper is more than a summary of the article; it is an application of the most important information presented in the article.
Each paper will be unique in that each student will apply the information to their own classrooms and learning experiences. On the other hand, it is not a narrative paper either. It is a critical analysis of the information that prompts examples and opinions of the writer. So, I would expect that any opinions or examples will be anchored by that which is presented in the article. Each paper should be two to three pages in length and APA format.

**Professional Development Plan (50%)**: Each student will develop and present a prospective professional development plan. The development plan should be based upon the campus in which you are currently or were formerly employed. Consider the reading program currently being used, the needs that students have, the assessments used, and the administrator’s role. Also, consider the practices and models being discussed in the coursework and include those things you feel would be crucial to a successful literacy program for your campus. You may use the model plan offered in the textbook as a guide, but be specific with regard to your campus and the needs you may have in that context.

**Participation (10%)**: Students are expected to come to class prepared to participate in activities and discussions related to the assigned readings. As professionals, students are expected to participate meaningfully and respectfully. That is, each student should contribute to both the small group activities and large group discussions in a meaningful way that reflects their preparation and understanding. It may occur that there is a difference of opinion among students. This of course is not unusual and may contribute to the students finding a deeper level of understanding in regards to the topic that is being discussed. These differences should be handled in a respectful manner that is reflective of professionalism and consideration. In-class activities will also be given points that will contribute to your overall participation grade. In-class activities can only be completed in-class and should you be absent there will be no make up for those points missed.

**Grading:**

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<td>Reaction Papers</td>
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<td>Professional Development Plan:</td>
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<td>Class participation &amp; activities:</td>
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**Attendance**: Students are expected to adhere to the University of St. Thomas attendance policy. Tardiness is considered unprofessional, as is early exit from a course meeting. Please notify the professor if you have job-related issues that will cause you to be absent from attending the class. Illnesses, family issues, or unforeseen circumstances should be handled in a professional manner. Assignments are still due on or before the due date despite an absence. Three tardies will be considered one absence. More than 3 unexcused absences will result in the lowering of the final grade by one letter. Please make arrangement with a classmate to receive handouts and class notes. In-clement weather procedure: Please be aware of University procedures due to inclement weather. Stay tuned to radio and news, and the professor will make a reasonable attempt to contact students by blackboard or email if class is cancelled.

**Classroom Disruptions**: Cellular phones should not be used during class time. Texting and conversing on the telephone during and in class is forbidden.

**Academic Honesty**: Academic honesty is taken very seriously by the University. Any instances shall be documented and reported to the dean. Academic dishonesty includes but is not limited to cheating on an examination, plagiarism, or knowingly assisting another student in these endeavors. Students may
receive an “F” for the project or entire course. For further information refer to the Undergraduate catalog.

ADA Statement
The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:
1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Counseling and Disability Services on the Second Floor of Crocker Center.

Course Schedule

| May 27 2015 | Course Introduction, Historical Context, Syllabus for Teaching Reading, Serving as Specialist, Forming Teams | Chapters 1,2, & 3 |
| June 3     | Determining Needs Context and Student Matching Assessment Procedures, Framing Literacy Intervention | Chapters 4,5, & 6 |
| June 10    | Implementation of a Literacy Plan Elementary and Secondary Schools, English Language Learners and Program Development | Chapters 7,8, & 9 Reaction Paper 1 Due |
| June 17    | Professional Development, Literacy Advocates: Moving the Field Forward, Selection and Evaluation of Materials | Chapters 10,11, & 12 Reaction Paper 2 Due |
| June 24    | Professional Development Plan Presentations |