

**COURSE SYLLABUS FORMAT**  
Southeast Missouri State University

Department of	<u>Elementary, Early and Special Education</u>	Course No.	<u>EL 624</u>
Title of Course:	<u>Effective Literacy Leadership</u>	Revision	_____
		New	<u>F 12</u>

I. Catalog Description and Credit Hours of Course:

Survey of leadership theories and styles and their application to the promotion of literacy in educational settings and beyond (3)

II. Prerequisite (s):

EL 644, EL 646, or permission of the instructor

III. Purposes or Objectives of the Course:

The student will demonstrate a knowledge base and skills necessary to:

- A. Describe how to support classroom teachers and paraprofessionals in their uses of a wide range of instructional practices, approaches, and methods, including technology-based practices.
- B. Describe how to support classroom teachers and paraprofessionals in the use and selection of a wide range of curriculum materials.
- C. Describe how to support classroom teachers and paraprofessionals in their use of instructional grouping options.
- D. Assist the classroom teachers in using assessments to plan instruction for all students.
- E. Develop a professional development activity to inform various audiences for both accountability and instructional purposes using assessments.
- F. Develop and implement a plan to model reading and writing for real purposes in daily interactions with students and educational professionals.
- G. Discuss ways to lead and advocate for tolerance and equity in work with students in and outside school settings.
- H. Exhibit leadership skills in professional development by conducting professional study groups.
- I. Evaluate the literacy instructional practices of teachers and paraprofessionals, providing support through modeling lessons.
- J. Identify and discuss the connections between teacher dispositions and student achievement.

IV. Student Learning Outcomes (Minimum of 3)

The Graduate Student will

- A. Apply knowledge of the principles of educational change, best practices in literacy education, and effective coaching practices in literacy education, and effective coaching practices to facilitate reform in teaching and literacy education contexts within school settings.

- B. Understand/Demonstrate how to draw upon research, observation and analysis of student/teacher actions while engaging in authentic literacy experiences to further the learning of professional educators working in a school context.
- C. Become an agent of change within the school context, using leadership, team building, teacher support and program advocacy to support students' literacy learning.

V. Expectations of Students:

Graduate students will be expected to complete the following course requirements:

- A. Complete all assignments and actively participate in class activities, projects, and discussions with a high level of commitment.
- B. Accomplish thoughtful, critical analyses of the assigned material.
- C. Perform graduate-level work with mature and professional integrity.
- D. Analyze, synthesize and evaluate strategies, materials, and activities that have a common instructional relevance for children with diverse needs.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Support classroom teachers and paraprofessionals in their uses of a wide range of instructional practices, approaches, and methods, including technology-based practices.

- A. Coaching critiques will include research examining the use and selection of a wide range of curriculum materials and reflective practice 6 hours
- B. A Literacy Coaching Project will include examination of the use of assessment to plan instruction for all students
  - 1. Various assessments tools will be discussed
  - 2. Curriculum guides, pacing charts, benchmark testing will be reviewed 12 hours
- C. Practice in leading and advocating for tolerance and equity in work with students in and outside school settings will be conducted through a professional development activity 12 hours
- D. A grant will be researched and written 12 hours
- E. Discussion Posts will help evaluate others' teaching practices and identify the connections between teacher dispositions and student achievement 3 hours

VII. Textbook(s) and/or Other Required Materials or Equipment:

- A. Vogt, M.E. & Shearer, B. A. (2011). *Reading specialists and literacy coaches in the real world, 3rd edition*. Boston: Pearson Publishers.
- B. Professional Standards and Ethics Committee of the IRA. (2004). Standards for reading professionals, revised 2003. Newark, DE: International Reading Association. This is available online:  
[http://www.reading.org/resources/issues/reports/professional\\_standards.html](http://www.reading.org/resources/issues/reports/professional_standards.html)
- C. IRA's National Reading Panel Report Summary  
<http://www.reading.org/resources/issues/reports/nrp.html>
- D. Literacy Coaching Clearinghouse <http://www.literacycoachingonline.org>
- E. No Child Left Behind <http://www.ed.gov/nclb/landing.jhtml>

VIII. Basis for Student Evaluation:

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Coaching Critiques	15	During semester
Literacy Coaching Project	25	End of semester
Professional Development Project	25	End of semester
Grant Project	25	Mid-semester
Discussion Posts	10	During semester

**Grading Scale**

100-90%= A

89-80% = B

79-70% = C

69% and below=F

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

X. Student with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www6.semo.edu/lapdss/index.htm>

XI. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

## XII. Professional *Dispositions* for Teacher Education

The *Dispositions*, as assessed within Teacher Education are guided by the central core of the *Conceptual Framework*. The beliefs and attitudes related to the areas of *competence, reflection and caring*, were the guiding force in establishing the 11 current *dispositions* assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These *dispositions* continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement *Disposition Plan* (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed *dispositions* are listed under the applicable Conceptual Framework Term.

- Competent:*
  - Self-initiative/Independence
  - Reliability/Dependability
  - Attendance/Punctuality
- Reflective:*
  - Response to feedback
  - Desire to improve teaching performance
- Caring:*
  - Tact judgment (with peers and/or instructors)
  - Interaction with students, peers, teachers and others
  - Collegiality
  - Attitudes towards learners/Fairness
  - Attitudes towards cultural, ethnic and socioeconomic diversity
  - Commitment to the profession