

**John H. Lounsbury College of Education  
Course Syllabus**

**EDRD 6217 Course Syllabus**

**URL to D2L for this course:** [**https://gcsu.view.usg.edu/d2l/home/841582**](https://gcsu.view.usg.edu/d2l/home/841582)

**Department:** Professional Learning and Innovation  
**Program:** Reading, Literacy & Language  
**Course Title:** Practicum in Reading (3 hours)   
**Semester Hours:** 3

**Course Information**

**Instructor:**   
**Office Hours:**   
**Office:   
Phone:**

**Email:**

**Class Meetings**

**Days and Times:**

**Location:**

**Course Prerequisite and Description**

Completion of core course requirements in M.Ed. in Reading, Literacy & Language, EDRD 6000, 6001, 6200, 6251, and 6661. This blended course provides part of the required clinical and/or leadership experience for candidates seeking Reading Specialist certification through the Georgia Professional Standards commission. An individually designed and planned learning experience involving intensive supervised field experience, students will engage in clinical and/or leadership experiences designed to apply theory from their literacy coursework within classroom, school, and community contexts in order to support K-12 student learning. A course fee is required for this practicum. The monies are used to provide a stipend for clinical supervision.

**Course Function**

The off-campus experience of this reading specialist practicum affords the student the opportunity to test, diagnose, and design a program suitable for an individual or small group of children and/or adolescents. The clinician will take into consideration the elements of the cognitive and affective domains as well as curriculum and instructional context. Periodic seminars and individual conferences are held to discuss planning, confer with colleagues, compare portfolios, and critique lessons. Each student will prepare a presentation of practicum experiences. Requirement of 40 hours in the field under the supervision of a certified Reading Specialist/Literacy Coach/University Instructor and/or equivalent level of professional knowledge, expertise, and responsibilities (3 credits). This practicum is tailored to the needs of the Reading Specialist candidate.

**Expected Course Outcomes**

**(Aligned with requirements of the Georgia Reading Endorsement):**

Through the learning opportunities in this course, you will:

* Understand and demonstrate the role of professional judgment and practical knowledge for improving students’ development and achievement.
* Use foundational knowledge to design and implement an integrated and comprehensive curriculum.
* Use a wide range of texts (e.g., narrative, expository, poetry, etc.), print, and online resources.
* Use appropriate instructional approaches to meet the needs of diverse learners.
* Understand and use assessments according to their purposes, strengths, and limitations.
* Select, administer, and interpret assessments for specific purposes.
* Use assessment information to plan, evaluate, and revise instruction.
* Communicate assessment results and implications to a variety of audiences.
* Engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with features of diversity.
* Develop and implement strategies to advocate for diversity.
* Design a physical environment or optimize students’ use of instructional materials and resources
* Design socially engaging environment to optimize students’ reading and writing performance
* Use instructional routines to support reading and writing instruction.
* Use a variety of classroom configurations to differentiate instruction (e.g., interactive reading, guided reading, individual goals, word study and writing).
* Display positive dispositions related to reading/writing and pursues the development of professional knowledge and dispositions.
* Support teachers in implementing instructional approaches for students who struggle to learn to read and/or write.
* Collaborate in planning, leading, and evaluating professional learning activities for individuals and groups of teachers.

These outcomes are aligned with both the International Reading Association (IRA) 2010 Standards for Reading Professionals and the Georgia Professional Standards for Reading Specialist candidates.

**IRA 2010 Standards for Reading Professionals**

The following standards have been designed to inform the practices of literacy professionals:

[Standard 1: Foundational Knowledge](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard1.aspx)

Teachers understand the theoretical and evidence-based foundations of reading and writing processes and instruction.  
[Standard 2: Curriculum and Instruction](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard2.aspx)

Teachers use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.  
[Standard 3: Assessment and Evaluation](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard3.aspx)  
Teachers use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.  
[Standard 4: Diversity](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard4.aspx)  
Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.  
[Standard 5: Literate Environment](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard5.aspx)  
Teachers create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.  
[Standard 6: Professional Learning and Leadership](http://reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard6.aspx)  
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Required Text, References, and Materials**

**Required Course Textbooks**Fisher, P.J., Bates, A., & Gurvitz, D.J. (2014). *The complete guide to tutoring struggling readers: Mapping interventions to purpose and CCSS.* New York: Teachers College Press.

**Textbooks from EDRD 6001**Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, & spelling instruction (5th ed.).* New York: Pearson.  
DeVries, B.A. (2011). *Literacy assessment & intervention for classroom teachers (4th ed.).* Scottsdale, AZ: Holcomb Hathaway, Publishers.

**Textbooks from EDRD 6251 (for second years)**Elish-Piper, L., & L'Allier, S.K. (2014). *The Common Core coaching book.* New York: The Guilford Press.   
Wepner, S.B., Strickland, D.S., & Quatroche, D.J. (2014). *The administration and supervision of reading programs (5th ed.).* New York: Teachers College Press.

**Supplemental Resources**

Allen, J. (2006). *Becoming a literacy leader.* Portland, ME: Stenhouse Publishers.

Bean, R.M., & Dagen, A.S. (2012). *Best practices of literacy leaders: Keys to school improvement.* New York: The Guilford Press.

Casey, K. (2006). *Literacy coaching: The essentials.* Portsmouth, NH: Heinemann.

Fountas, I., & Pinnell, G.S. (2008). *When readers struggle: Teaching that works.* Portsmouth, NH: Heinemann.

Guth, N.D., & Pratt-Fartro, T. (2010). *Literacy coaching to build adolescent learning: 5 pillars of practice.* Thousand Oaks, CA: Corwin Press.

Keene, E.O., Zimmerman, S., Miller, D., & Bennett, S. (2011). *Comprehension going forward: Where we are/what’s next.* Portsmouth, NH: Heinemann.

Morris, D. (2005).  *The Howard Street tutoring manual: Teaching at risk readers in primary grades (2nd ed.).* New York: The Guilford Press.

Moskall, M.K., & Keneman, A.F. (2011). *Literacy leadership to support reading improvement.* New York: Guilford Press.

Strickland, D.S., & Riley-Ayers, S. (2007). *Literacy leadership in early childhood: The essential guide.* New York: Teachers College Press.

**Professional Reading Journals***Educational Leadership  
Journal of Adolescent & Adult Literacy  
Journal of Literacy Research  
Language Arts**Literacy , Iting. If needed prior to that point, you may reach me by e-mail. 23rd Research and Instruction  
Reading Research Quarterly  
Teacher Research Quarterly**The Reading Teacher  
Voices from the Middle* **Websites**All About Adolescent Literacy: <http://www.adlit.org/>

American Educational Research Association: <http://www.aera.net/default.aspx>   
Annenberg Teacher Professional Development: <http://www.learner.org/index.html>  
Center for the Improvement of Early Reading Achievement: <http://www.ciera.org/>  
Common Core State Standards: <http://www.corestandards.org/>

International Reading Association: <http://www.reading.org/>   
Literacy Design Collaborative: <http://www.literacydesigncollaborative.org/>   
Literacy Leader: <http://www.literacyleader.com/>   
Literacy Research Association: [www.literacyresearchassociation.org/](http://www.literacyresearchassociation.org/)  
National Writing Project: Teacher Research/Inquiry: <http://www.nwp.org/cs/public/print/resource_topic/teacher_research_inquiry>   
National Council of Teachers of English: <http://www.ncte.org/>  
National Reading Panel Report: <http://www.nationalreadingpanel.org/>  
*Reading Online:* <http://www.readingonline.org/>  
readwritethink: <http://www.readwritethink.org/>   
Teachers College Reading and Writing Project: <http://readingandwritingproject.com/>   
Council of Chief State School Officers, Adolescent Literacy Toolkit:  
<http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/>  
National Institute for Literacy, What content area teachers should know about adolescent literacy:  
<http://www.nifl.gov/adolescent/adolpubs.html/>   
  
**Georgia Department of Education: GeorgiaStandards.Org.** Accessed at: <https://www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx>

**Common Core Georgia Performance Standards**  
<https://www.georgiastandards.org/Common-Core/Pages/default.aspx>

**Common Core State Standards Initiative**  
<http://www.corestandards.org/>

**LiveText**The JHL COE has adopted LiveText to manage our teacher education assessment system. Each student in every degree program will be required to purchase an account with LiveText and use it in various courses throughout the program. Particularly, your work in LiveText will culminate in your Professional Portfolio, a unit-wide decision point. In this course, LiveText will be used to submit and receive feedback in major assignment of this course (i.e., leadership project).

**Course Expectations**

**Assignments**

All assignments should be submitted on time by the due date posted and as a WORD.doc with 1” margins and 12 font. Please spell-checked and proofread for conventional mechanics and grammar. All assignments should be thoughtful reflections of your learning and demonstrate the high standards of professional educators and graduate students. Points may be deducted from any assignment that does not meet these standards.

In addition, deductions will be made for any late work unless you have made prior arrangements to submit an assignment on an alternate date. If you do make alternate arrangements, you should notify me when the assignment is submitted. If you do not contact me AND provide an alternate due date, I will not accept your late assignment. *Assignments that are excessively late or ones without prior arrangement may not be accepted for credit at all*. If you regularly fall behind in your assignments, you will not benefit fully from this course.

**Technology Use**Computers are important learning tools in this course. During class meetings, however, personal use of computers (i.e., checking email, completing assignments, web-surfing, FACEBOOK, etc.) demonstrates a lack of participation and may be distracting to other colleagues. I consider you to be adult learners and responsible for your actions and behaviors as a contributing member of this learning community. Routine practice of “distracted” participation will impact your participation grade. In addition, I ask that you please turn off all cell phones and refrain from texting during class**.** If there are extenuating circumstances that I should be aware of, please speak with me.

**Course Support**

1. Whenever possible, I will post announcements, information, assignments, and materials and/or send email notification. Please do your part by checking D2L and your GCSU email regularly for course announcements and instructor email communication. Please respond to emails in a timely manner.
2. Your questions and concerns are important to me. I consider emails a communication medium for direct messages, not extended conversation. If your question involves considerable discussion about an assignment or grading, please email me to arrange a time to meet. If I receive an email that I believe requires further conversation, I will ask you to see me during my office hours or make an appointment to speak directly with me. Please understand that I consider your questions and concerns important. I have learned, however, that ongoing email messages are not always the most effective, clear, and expedient way to communicate or to receive the support you may need from me in this course.
3. Since this is a hybrid course, I am available for conferences face to face, by phone, or virtually through chat or FaceTime. Please make arrangements by emailing me. I encourage you to meet with me at any point in the semester if you have questions about your assignments or your standing in this course.
4. I understand that as an adult and a graduate student, you may find yourself balancing a number of personal and career demands. Please contact me without delay, if at any point you are experiencing concerns or situations that affect the performance of your responsibilities in this course.

**Plagiarism Policy**Plagiarism involves representing the academic scholarship of another as your own work and will not be tolerated in this course. If instances of plagiarism are noted, the instructor will determine if this case is the first incident of plagiarism by consulting the university database on plagiarism. If it is, the student will be listed on the university database for plagiarism. The student may also receive a grade of zero for the assignment and an “F” as the final grade for the course. In addition, the professor may move to adjudicate through the university honor code policy.*Plagiarism is a serious academic offense and an honor code violation.*Turnitin: This course (or section) uses plagiarism prevention technology. Students have the option of submitting papers online through a plagiarism prevention service or allowing the instructor to submit hard copies of these papers. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

**Honor Code:**All students are expected to abide by the requirements of the Georgia College & State University Honor Code as it applies to all academic work at the University. Failure to abide by the Honor Code will result in serious penalties. The Honor Code may be found at: <http://www.gcsu.edu/studentlife/handbook/code.htm>

**Course Activities**

**Teaching Strategies:** Teaching strategies for this course include supervised field experiences, online discussions, presentations, collaborative activities, online resources including journal articles, audio and video podcasts, research reports, and websites.

**Outcome of Course Content**

The design of this practicum will support additional professional learning of first year and second year graduate students. For first year students, this practicum will continue the diagnostic teaching approach begun in EDRD 6001 Reading Assessment through a field based tutoring project. For second year students, mentoring and coaching of the tutoring projects of first year students will extend the peer coaching initiated in EDRD 6251 Literacy and Language Leadership. A course contract will be generated at the beginning of this supervised practicum in reading. The contract will specify the field experience goals and activities of field-based tutoring and peer coaching. For both course experiences, the outcome will involve deepening professional knowledge through field-based experiences, critical reflection, and professional, collegial collaboration.

**Assessment and Evaluation of Content**

**Description of Assignments:** This section elaborates major assignments and the weight (corresponds to the point total) of each towards your final grade and IRA Standards addressed by the assignment.

1. **Attendance & Participation (6%)**
2. **Activity Log & Practicum Checklist (12%)**
3. **Weekly Discussion Board and Blog (18%)**
4. **Supervised Practicum Portfolio (40%)**
5. **Tutoring Video Conference and Critique (14%)**
6. **Collaborative Portfolio Presentation & Critical Reflection (10%)**

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Dates** | **Topics** | **Assignments Due/ *Learning Modules (LM)*** |
| 1 | 6/08 to 6/13 | Module 1: Orientation and Finalizing Practicum Contract | ***Readings*** *The Complete Guide to Tutoring Struggling Readers,* Ch. 1 & 2 ***Assignments****: LM1 Assignments: Self-Assessment Activity Log 1 on D2L Meet with practicum peer-coach Generate and submit practicum contract Arrangements for tutoring (Parent consent letter) Discussion Board 1/Blog 1* |
| 2 | 6/15to 6/20 | Module 2: First Week of Tutoring and Peer Coaching | ***Readings*** *The Complete Guide to Tutoring Struggling Readers,* Ch. 3 ***Assignments:*** *LM2 Activity Log 2 on D2L Beginning Assessments  Discussion Board 2/Blog 2* |
| 3 | 6/22 to 6/27 | Module 3: Second Week of Tutoring and Peer Coaching | ***Readings*** *The Complete Guide to Tutoring Struggling Readers,* Ch. 4 ***Assignments:*** *LM3 Activity Log 3 on D2L Discussion Board 3/Blog 3* |
| 4 | 6/29 to 7/04 | Module 4: Third Week of Tutoring and Peer Coaching | ***Readings*** *The Complete Guide to Tutoring Struggling Readers,* Ch. 5 ***Assignments:*** *LM4 Activity Log 4 on D2L Discussion Board 4/Blog 4 Video Case Conference* |
| 5 | 7/06 to 7/11 | Module 5: Fourth Week of Tutoring and Peer Coaching | ***Readings*** *The Complete Guide to Tutoring Struggling Readers,* Ch. 6 ***Assignments:*** *LM5 Activity Log 5 on D2L Discussion Board 5/Blog 5* |
| 6 | 7/13to 7/18 | Module 6: Fifth and Final Week of Tutoring and Peer Coaching | ***Readings*** *The Complete Guide to Tutoring Struggling Readers,* Ch. 7 ***Assignments:*** *LM6 Activity Log 6 on D2L**Discussion Board 6/Blog 6* |
| 7 | 7/20 to 7/25 | Module 7: Collaborative Presentation of Practicum Portfolio  Practicum Presentation at July 25 seminar | ***Readings*** *The Complete Guide to Tutoring Struggling Readers,* Ch. 8 ***Assignments:*** *Practicum Presentation - Collaboration of tutors and peer-coaches Practicum Portfolio on LiveText* |
| 8 | 7/27 to 7/30 | Module 8: Finalize Practicum Portfolio on LiveText | ***Assignments:*** *Finalize Practicum Portfolio on LiveText and submit by July 30, last day of classes* |

**1. Attendance & Participation (6%)**Class attendance for all face-to-face (f2f) sessions is required. You will be awarded 2 points for each f2f session that you attend. If you arrive late or leave early, attendance points will be adjusted accordingly. While there may be circumstances that occur that prevent you from attending sessions, making up any part of a session will be considered only in cases of emergency (i.e., medical, injury, family emergency, etc) that can be documented.

*You must attend two full face-to-face sessions to get credit for this course.*

For successful participation in this course, you will need to:   
(a) attend and arrive on time to all f2f sessions and blog regularly;   
(b) participate **actively** during class meetings in whole group and small group discussion;   
(c) act professionally and respectfully to others, both in class, in the field, and online;   
(d) complete the required readings and any other assignments to prepare for class and online interactions;  
(e) engage enthusiastically in informed conversation by contributing thoughtful questions, reactions, and new ideas;   
(f) bring all assigned materials to class meetings.

**2. Activity Log & Practicum Checklist (10%)**One of the requirements of your practicum is to keep an activity log that clearly demonstrates practicum activities and hours during the semester. You must complete 40 hours of practicum activity. The allocation of this time and a practicum checklist will be clearly outlined in the individual contract that is negotiated between you, your peer-coach, and your practicum instructor. Modification or changes in the contract should be discussed with your practicum instructor prior to any changes. Below is a suggested format for the Activity Log, which should include the following

|  |  |  |  |
| --- | --- | --- | --- |
| **Practicum Log (40 hours)** | | | |
| Date | Time | Activity | IRA 2010 Standards |
| 6-07 | 30 mins. | Coaching session to develop tutoring contract |  |
| 6-16 | 45 mins | First tutoring sessions: conducted interest inventory and interview, read a poem, and introduced about tutoring |  |
|  |  |  |  |
|  |  |  |  |

**2. Weekly Discussion Board and Blog (18%) IRA Standards 1, 6**

To provide ongoing contact for peer coaching and supervision during this summer practicum experience, you will participate in a weekly discussion board on D2L. Instructions on joining this blog are included in the Discussion Board folder on D2L. You will be awarded three (3) credits for each of six (6) complete and thoughtful weekly discussions. See rubric for discussion board in the folder on D2L.

In addition, second year graduate students will blog about peer coaching on Schoology blog created for this purpose. Your blog post should not be a summary of your activities, but demonstrate how you make sense of and process these activities, make connections to the professional literature and your prior experiences, evaluate these experiences, and assimilate new ideas into your own philosophy. Sample questions to ask yourself when blogging are: How do I view new activities and experiences? How do I relate these experiences to the professional literature so that I better understand them? How do I observe peer coaching and literacy leadership practices? What are my critical concerns regarding literacy research, policy, and practice? Your blog will be your “thinking and sharing space" for this course and a way to delve deeper into professional knowledge and moving knowledge to coaching practices. You may choose to write smaller blogs that provide deeper reflections depending on the extent of your weekly activities. These blog responses will be a source of information in composing your final reflection of this practicum experience.

Late discussion postings, blogs or responses will not be accepted for credit. For instance, if you do not blog until the last week of this course and issue a flurry of late responses posted to colleagues’ blogs, you are not keeping with the spirit and expectations of this assignment. In such cases, credit for responding will not be awarded. Blogging is not merely about posting your ideas; it is about our ongoing contact and communication in this course.

1. **Supervised Practicum Portfolio (40%)**The culmination of this practicum will be a portfolio that demonstrates the professional learning through tutoring and peer coaching experiences in this course. The practicum portfolio will be created on LiveText and will include:

(For first year graduate students tutoring a struggling reader)

Description of the Practicum

Practicum Contract  
Practicum Checklist  
Tutoring Letter

Activity Log

Assessments: Initial Assessments and Exit Assessments

Tutoring Sessions (10 sessions, at least 40 minutes each session)

Tutoring plans using template in Tutoring folder on D2L

Summary of Tutoring Sessions

Evaluation of Tutoring Progress

Recommendations for Continuing Literacy Development

Collaborative Portfolio Presentation

Critical Reflection of Professional Learning

(For second year graduate students coaching a tutor)

Description of the Practicum

Practicum Contract

Practicum Checklist

Activity Log

Summary of Peer Coaching Activities

Resources and Support Provided

Collaborative Portfolio Presentation

Critical Reflection of Professional Learning

Full instructions, assignment details, and rubrics will be available in the practicum portfolio folder on D2L.

**4. Tutoring Video Conference and Critique (14%)**The purpose of the tutoring session video is to provide an opportunity for support and peer coaching during the tutoring experience. For this assignment as a tutor, you will video a tutoring lesson, analyze it according to instructions provided, participate in a video case conference, and produce a written analysis and reflection of this experience.

As peer coaches, you will support your assigned tutor in analyzing the tutoring case video and lead a coaching session of the video case. During this coaching session, you will facilitate discussion and deeper examination of the tutoring process.

Following the conference, both tutor and peer-coach will write a summary of the video case conference and a reflection of your experience and professional learning. Outlines and instructions in addition to a rubric used to award credit are available in the Video Case Conference and Critique assignment folder on D2L.

The video case conference will take place during the week of Monday, June 29 to Friday, July 3.

**5. Collaborative Portfolio Presentation & Critical Reflection (10%)**As a culminating activity during the final seminar, tutors and peer-coaches will create a presentation of their tutoring and the peer-coaching experiences during this course. This collaborative presentation will be open for creative process, and should include: summary of tutoring, summary of coaching activities and experiences, critical reflection of both tutor and peer-coach of impact of this experience on professional learning in literacy development, instruction and leadership.

**Grading Scale for Final Grade:**

All assignments in this course total to 100 points. Your final grade will be based on accumulated total rubric scores across assignments. Your final grade will be determined based on the schedule below.   
A 92-100%   
B 84-91%   
C 75-83%   
D 65-74%   
F 64% or less

**Attendance and Tardy Policy**

**Attendance Policy:**Attendance is an essential requirement of this course and is your responsibility as a student in this course. You are expected to attend each seminar meeting, to be prepared by reading the assigned material, and to actively participate in class discussion and online blogging. Punctuality is an essential behavior to develop as a teacher. Excessive tardiness and/or absences will result in a grade penalty for the course.

**Diversity Concerns**

The College of Education recognizes that society is a unique mixture of diverse individuals. Diversity encompasses issues of gender, race, age, ethnicity, socioeconomic status, sexual orientation, ability, color, country of origin and more. The COE values and respects the diversity of individuals and seeks to prepare students who will be capable of working effectively with individuals of varying characteristics.

The COE will seek to provide learning experiences, both within and outside of the classroom which will foster understanding and appreciation of diversity in our students and will provide strategies to help students work effectively with diverse individuals in professional setting.

**College of Education Conceptual Framework**

The faculty of the John H. Lounsbury College of Education believes that our schools must fulfill the educational needs of our populace while emphasizing fairness, democracy, and intellectual curiosity.  Amid a climate of change and uncertainty, we inspire educators to create student-centered learning environments as the primary expression of strong pedagogy. We use the Educators as Architects of Change paradigm to guide the development of an inclusive and diverse community of stakeholders, consisting of students, educators, educator candidates, and the public.

Since the inception of Educators as Architects of Change as our guiding principle, the faculty has continually reassessed our programs. Informed by research and reflective analysis, we have continued our intensive cohort model for our undergraduate programs as well as some of our graduate programs.  We seek to motivate professional educators to reach out to stakeholders to develop citizens who value formal education, literacy in its many forms, and individual differences.

This framework is designed to produce change agents, based on the following core principles:

* The Liberal Arts and integrated learning
* Professional preparation
* Human relationships and diversity
* Leadership for learning and teaching communities.

In its programs of study, the Georgia College & State University (GCSU) faculty affirms the importance of programs that situate educators as researchers, leaders, and Architects of Change in the schools and the larger community.

For further elaboration of each of the core principles in this conceptual framework, please visit the College of Education website: <http://www.gcsu.edu/education/conceptual.htm>

**University Policies**

**Request for Modifications**If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.        
  
Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements.     
  
For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

**Fire Drills**Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. At Macon Center, assemble across the street from The Thomas Jefferson Building. **Remain there** until you are told to re-enter by the emergency personnel in charge. In case of a fire, DO NOT IMPEDE access of emergency personnel to the area.

For more information on other emergencies, please visit:

<http://www.gcsu.edu/emergency/actionplanmain.htm>

**Religious Observance Policy**Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one’s rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

**Student Opinion Surveys**Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

**Professional Bibliography**

Allen, J. (2006). *Becoming a literacy leader.* Portland, ME: Stenhouse Publishers.

Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction.* San Francisco, CA: Jossey-Bass.

Baker, E.A. (Ed.)(2010). *The new literacies: Multiple perspectives on research and practice.* New York: Guilford Press.

Bellanca, J., & Brandt, R. (2010). *21st century skills: Rethinking how students learn.* Bloomington, IN: Solution Tree Press.

Casey, K. (2006). *Literacy coaching: The essentials.* Portsmouth, NH: Heinemann.

Creighton, T.B. (2007). *Schools and Data: The educator’s guide for using data to improve decision making (2nd Ed.).* Thousand Oaks, CA: Corwin Press.

Dozier, C. (2006). *Responsive literacy coaching: Tools for creating and sustaining purposeful change.* Portland, ME: Stenhouse.

Froelich, K.S., & Puig, E.A. (2010). *The literacy leadership team: Sustaining and expanding success.* New York: Pearson.

Guth, N.D., & Pratt-Fartro, T. (2010). *Literacy coaching to build adolescent learning: 5 pillars of practice.* Thousand Oaks, CA: Corwin Press.

Irvin, J., Meltzer, J., Mickler, M.J., Phillips, M., & Dean, N. (2009). *Meeting the challenge of adolescent literacy: Practical ideas for literacy leaders.* Newark, DE: International Reading Association.

Irvin, J., Meltzer, J., & Dean, N. (2010). *Taking the lead on adolescent literacy: Action steps for school wide success, for grades 4-12.* Thousand Oaks, CA: Corwin.

Jacobs, H.H. (2006). *Active literacy across the curriculum.* Larchmont, NY: Eye on Education.

Jacobs, H.H. (2010). *Curriculum 21: Essential education for a changing world.* Alexandria, VA: ASCD.

Jay, A.B., & Strong, M.W. (2008). *A guide to literacy coaching: Helping teachers increase student achievement.* Thousand Oaks, CA: Corwin Press.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids’ brains and what we can do about it.* Alexandria, VA: ASCD.

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