

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

**EDRD 6251 Course Syllabus**

**URL to GAView for this course:**   
<https://gcsu.view.usg.edu/d2l/home/1016268>

**Department:** Professional Learning & Innovation  
**Course Title:** Literacy & Language Leadership   
**Semester Hours:** 3

**Course Information**

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

**Email:**

**Seminar Meetings**

**Days:**

**Times:**

**Location:**

**Course Prerequisite and Description**

Prerequisites are: [EDRD 6000](http://catalog.gcsu.edu/en/2013-2014/Graduate-Catalog/Course-Descriptions/EDRD-Reading/6000/EDRD-6000), [EDRD 6001](http://catalog.gcsu.edu/en/2013-2014/Graduate-Catalog/Course-Descriptions/EDRD-Reading/6000/EDRD-6001), and [EDRD 6200](http://catalog.gcsu.edu/en/2013-2014/Graduate-Catalog/Course-Descriptions/EDRD-Reading/6000/EDRD-6200) or permission of the instructor. This course examines the range of roles of the reading professional in school language and literacy leadership, such as leading and mentoring teachers in effective literacy practices, designing effective school-wide professional development, advocating for literacy both in school and community settings, and participating in professional literacy organizations, conferences, and workshops.

**Course Function**

EDRD 6251 is a core requirement in our M.Ed. in Reading, Literacy, and Language. This course will address the main themes of literacy leadership and focus on the roles of literacy leaders, leading and mentoring teachers in effective literacy practices, designing effective school-wide professional development, advocating for literacy both in school contexts and community settings, promoting change for 21st century learning, and participating in professional organizations and conferences.

**Expected Course Outcomes**

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

Through the learning opportunities in this course, you will:

* Identify the functions and expectations of reading professionals in leadership roles.
* Demonstrate effective interpersonal, communication, and leadership skills.
* Explain essential, research-based instructional roles in supporting student literacy development and achievement.
* Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
* Articulate effective, research-based professional development programs.
* Identify essential principles for effective coaching and mentoring in literacy and language development, instruction, and achievement.
* Describe effective, research-based literacy principles in designing school-wide literacy programs.
* Explain effective proposal writing strategies that enable schools to obtain additional funding to support literacy efforts.
* Analyze and evaluate instructional programs and suggest uses for instructional materials to address specific needs and abilities of diverse learners.
* Investigate and explain district and state assessment frameworks, proficiency standards and student benchmarks.
* Create a leadership plan for assessing and improving school literacy achievement.
* Explore the effective use of technology for improving student learning and supporting leadership activities and programs.
* Articulate critical, research-based qualities of school, family, and community partnerships.
* Explain the role of advocacy in literacy leadership for school improvement.
* Identify strategies and resources for 21st century learning and literacy development.

These outcomes are aligned with both the International Reading Association (IRA) 2010 Standards for Reading Professionals and the Georgia Professional Standards for Reading Endorsement 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**Bean, R. (2015). *The Reading Specialist: Leadership and coaching for the classroom, school, and community (3rded.).* New York: Guilford Press. ISBN: 9781462521531  
Elish-Piper, L., & L'Allier, S.K. (2014). *The Common Core coaching book.* New York: The Guilford Press. ISBN: 9781462515578

**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.

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

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

Moskall, M.K., & Keneman, A.F. (2011). *Literacy leadership to support reading improvement.* New York: Guilford Press.  
Schrum, L., & Levin, B.B. (2009). *Leading 21st Century Schools: Harnessing Technology for engagement and achievement.*  Thousand Oaks, CA: Corwin Press.

Taylor, B.M., & Duke, Nell K. (2011). *Catching Schools: An action guide to school wide reading improvement (Research-informed classroom).* Portsmouth, NH: Heinemann.

Strickland, D.S., & Riley-Ayers, S. (2007). *Literacy leadership in early childhood: The essential guide.* New York: Teachers College 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. ISBN: 9780807754801

In addition to the above text, a wide range of journal articles, websites, and media resources will be suggested throughout the course.

**Professional Reading Journals***Educational Leadership  
Journal of Adolescent & Adult Literacy  
Journal of Coaching in Education  
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>  
Association of Literacy Educators and Researchers: <http://www.aleronline.org/>  
Center for the Improvement of Early Reading Achievement: <http://www.ciera.org/>  
Common Core State Standards: <http://www.corestandards.org/>

Comprehensive Reading Solutions: <http://www.comprehensivereadingsolutions.com/>

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 an important learning tool 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 you have an explicit request for information or a question that involves a concise response, please send an email. 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 us without delay, if at any point you are experiencing concerns or situations that affect the performance of your responsibilities in this course.

**Course Etiquette**

I believe that we are all responsible, adult learners. As such, we should keep in mind that respect should be given to colleagues during class meetings and online. For instance, side conversations during class discussions and surfing the Internet with personal computers are disrespectful to those who are speaking and contrary to the community learning focus that we hope to cultivate in this course. Please join the class conversation rather than neighborly chats.

Please be considerate to colleagues during class discussion. I encourage comments, questions, and related experiences. Please consider, though, whether what you have to say contributes to a “we” discussion or is more a “me” comment or question. Let us all try to encourage full participation of our colleagues in our conversations.

Please plan to arrive to our class meetings promptly and on time. Class will begin at 5:00 p.m. It is disrupting to class to have late arrivals. While we all have situations that may lead to tardiness, consistent tardies will impact your participation. Please advise me if you have special considerations or concerns.

**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/studentaffairs/codeofconduct>.

**Course Activities**

**Teaching Strategies:** Teaching strategies for this course include lecture, class discussion, demonstrations, guest speakers, cooperative group learning, simulations, inquiry projects, online learning modules, including readings, video clips, and online resources.

**Online Course Content:**Module 1: Role and Reading Specialists and Literacy Coaches  
Module 2: Instructional Roles of Literacy Professionals and 21st Century Learning

Module 3: Leadership and Professional Learning  
Module 3: Reading Specialists as Coaches

Module 4: Developing School Literacy Programs and Facilitating Change   
Module 5: Assessment and Evaluation of Classroom and School Reading Programs  
Module 6: School Community and Family Partnerships

Module 7: Challenges and Changes as a Lifelong Learner  
Module 8: Course Synthesis & Closure

**Outcome of Course Content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Module | Module  Dates | Content | Readings | Assignments Due |
| 1 | 1/11 – 1/23 | Research-Based Literacy Practices, Specialized Literacy Professionals and Literacy Leadership | The Reading Specialist (RS), Ch. 1  *Common Core Coaching Book (CCCB)*, Part 1 | *Learning Module 1*  *1. Blog 1 on Schoology Leadership Project*  *2. Leadership Project: Statement of Topic* |
| 2 | 1/25 – 2/06 | Instructional Roles of Literacy Coaches | *RS*, Ch. 2 & 3  *CCCB,* Part 2 | *Learning Module 2*  *1. Blog 2 on Schoology; Responses to Blog 1*  *2. Leadership Project Research: Begin literature review 3. 2. Observing & Interviewing a Literacy Leader.*  *4. CCCB: Online book discussion* |
| 3 | 2/08 – 2/20 | Leadership & Professional Learning | *RS, Ch. 4 & 5 CCCB, Part 3 (by seminar on 2/20)* | *Learning Module 3 1. Blog 3 on Schoology; Responses to Blog 2 Leadership Project*  *2. Planning: Design of Leadership Project*  *3. CCCB, F2f book discussion at seminar* |
| 4 | 2/22 – 3/05 | Developing School Literacy Programs and Facilitating Change | *RS, Ch. 8* *CCCB,* Part 4 | *Learning Module 4*  *1. Blog 4 on Schoology; Responses to Blog 3*  *2. Leadership Project Implementation*  *3. CCCB, Online book discussion* |
| 5 | 3/07 – 3/26 | Assessment and Evaluation of Classroom and School Reading Programs  Additional time in this module is due to Georgia College spring break, 3/21 to 3/27 | *RS, Ch. 9*  CCCB, Part 5 | *Learning Module 5*  *1. Blog 5 on Schoology; Responses to Blog 4*  *2. Assessment & Evaluation of Instructional Program*  *3. Leadership Project Analysis of Implementation 4. CCCB, Online book discussion* |
| 6 | 3/28 – 4/09 | School Community and Family Partnerships | *RS, Ch. 10* | *Learning Module 6* *1. Leadership Project Writing: Final Report 2. Responses to Blog 5* |
| 7 | 4/11 – 4/23 | Challenges and Changes as a Lifelong Learner | *RS, Ch. 11 & 12* | *Learning Module 7 1. Literacy Leadership*  *Presentation at final seminar (4-16)*  *2. Leadership Project due*  *(4-23)* |
| 8 | 4/25 – 5/02 | Course Synthesis & Closure |  | Learning Module 8  1. Respond to colleagues projects on D2L discussion board  2. Complete course evaluation |

**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. Class Participation (10%) IRA Standards 1, 6**   
**2. Observing and Interviewing a Literacy Leader (6%)** **IRA Standards 1,6**  
**3. Blog (15%) IRA Standards 1, 6**  
**4. Learning Modules (21%) IRA Standards 1 - 6  
5. Assessment & Evaluation of Instructional Program (10%) IRA Standards 1, 3, 6  
6. Leading Seminar Meeting (8%) IRA Standards 1 - 6  
7. Literacy Leadership Project and Presentation (30%) IRA Standards 1 - 6**

**1. Participation and Attendance (10%) IRA Standards 1, 6**   
Participation in this blended course will be evaluated based on attendance in the scheduled course sessions. Since there are only five face-to-face seminar meetings scheduled, attendance at all sessions is required and important. While emergencies may arise, and there may be valid reasons for an unanticipated absence, I do not make provisions for excused absences. For each class session attended, you will receive up to 2 points toward your total grade. Full credit will be noted for successful participation.

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

Your participation grade will be based on attendance records, in-class discussions and assignments, and observations during class meetings. It is essential that you keep up with readings and assignments in each learning module. Please reflect on what you read. Class and online interactions will draw from your understanding of the course materials. You are responsible for all the material assigned in the readings and videos, even if we do not specifically discuss every aspect of the readings in our class meetings or in online discussions. Since actual meeting time is very limited, select salient points and topics will be the focus of class presentations and discussions.

**2. Observing and Interviewing a Literacy Leader (6%)** **IRA Standards 1, 6**

For this assignment, you will make arrangements to shadow a literacy leader in one of their leadership roles. Taking careful notes and including any materials, you will summarize the activity, the leadership skills and strategies used, the impact on participants, and evaluation of the overall activity. In addition, you will develop a protocol of questions to guide a semi-structured interview with the literacy leader. From this information you write a report of your findings, including a reflection of the new knowledge and impact of this experience on your perceptions and understanding of the literacy leadership role. We will discuss this assignment at our second seminar meeting.

**3. Course Blog (15%) IRA Standards 1, 6**

To incorporate writing, reflection,technology, and continuing collegiality in this online course,you will participate in a course blog on Schoology. Instructions on joining this blog are included in the Blog folder on D2L. You will be awarded three (3) credits for each of five (5) complete blog posts and for responding to the posts of at least two (2) colleagues in the subsequent learning module (i.e., Post Blog 1 discussion in LM1, respond to two colleagues' Blog 1 posts in LM2, and so on).

Your blog post should not be a summary of your readings, but demonstrate how you make sense of and process these ideas about literacy leadership, make connections to what you know and your prior experiences, evaluate these notions, and assimilate new ideas into your own philosophy.

Sample questions to ask yourself when blogging are:

* How do I view new ideas and concepts?
* What experiences can I relate these ideas to so that I better understand them?
* How do I observe the 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 assigned readings and other materials.

Late 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 collegial conversation in this course.

Please post your blog the first week of the module to allow time for responding to blogs during the second week of each module. The rubric for evaluation of your blog assignment is posted in the Blog content folder on D2L.

**4. Learning Modules (21%) IRA Standards 1 - 6**Since this course is a hybrid, consisting of five class meetings and online study, much of the content in this course will be presented in learning modules. Learning modules will be posted on D2L in a folder. These modules consist of readings and other content formats, such as articles, websites, podcasts and video clips, and assignments to be submitted by links that appear in the module. Assignments in the module will be due on Saturdays, the regularly scheduled meeting day of this course.

Each of the seven modules in this course will be worth 3 points of your total grade, based on completion of assignments in the module. The rubric (below) will be used as a holistic score for all assignments in a module. I will not grade individual assignments in the module, unless it is an assignment listed independently in the course syllabus. Such assignments will have their own specific evaluation rubric posted with the assignment materials on D2L Course Content.

It will be your responsibility to keep up with the readings. Your learning module assignments will be based on your readings and module resources. Module assignments are similar to in-class assignments and are not *major* course assignments, which are listed separately in the syllabus (i.e., blogs, readability, inquiry project). Module point values will be posted in your grade book and available to you on GAView.

**Learning Module Rubric**

|  |  |  |
| --- | --- | --- |
| **3** | **2** | **1** |
| ***Assignments in this module are high-quality products.*** Each assignment demonstrates a thoughtful and reflective approach, includes specific and meaningful examples from readings and other content of module, and demonstrates an in-depth understanding of the content. Assignments are submitted on time. Conventions of mechanics and grammar are strong. | ***Assignments in this module are acceptable.***  Overall assignment may be complete and represent consideration of the module topics. The assignments may demonstrate inconsistency in the quality or may be a late submission. There are few deviations from acceptable conventions of mechanics and grammar | ***Assignments in this module are not acceptable quality.***  Assignments may be addressed in an inconsistent, incomplete manner and may include brief, vague references. Assignments may demonstrate lack of reflective thought and do not show the caliber of graduate study. There are serious deviations from acceptable conventions of mechanics and grammar. |

**5. Assessment & Evaluation of Instructional Program (10%) IRA Standards, 1, 3, 6**Literacy leaders must become critical consumers of instructional programs that have possibilities for improving classroom literacy instruction and school wide literacy achievement. This assignment involves reviewing and evaluating a commonly available commercial literacy program and will involve selecting a commercial program, researching the program details and evaluation of effectiveness, and reporting important considerations for the use of this program. An outline of this assignment will be provided in the D2L project folder.

**6. Leading Seminar Meeting & Professional Book Club Discussion (8%) IRA Standards 1 - 6**

To provide experience in professional development, each participant in the course will lead a session of our seminar meetings. At our first class meeting, participants will sign up for a seminar meeting and topic and work closely with instructor in planning for the session on a Google document. The learner will lead the session in a professional develop format and complete a report with a reflection of the experience. The seminar session will include a review and activity of the readings and seminar focus and leading the professional book club discussion. Further details are provided in the assignment folder on D2L.

**7. Literacy Leadership Inquiry Project and Presentation (30%) IRA Standards 1 - 6**The leadership project is the major, culminating performance-based assessment in this course. For this project, you will review the IRA 2010 Standards for Reading Professional associated with Reading Specialist/Literacy Coach.

You will select one area to research through the professional literature. Through this professional reading, you will craft a plan to take on one of the roles and functions of a literacy leader. In this plan, you will include an implementation of this plan and analyze the implementation through evaluation materials that you collect during the implementation. Finally, you will report on the findings and reflect on the inquiry process and experience and how you might continue this cycle of inquiry in your future teaching. Leadership projects will be presented at our final seminar. You may want to invite colleagues that know of or have participated in your project to this presentation. The final report is due by April 23 on LiveText.

This inquiry project will develop across the course and assignments will be included in each learning module.

* Learning Module 1 *Leadership Project Focus: Statement of Focus*
* Learning Module 2 *Leadership Project Research: Professional literature review*
* Learning Module 3 *Leadership Project Planning: Design of Leadership Plan*
* Learning Module 4 *Leadership Project Implementation*
* Learning Module 5 *Leadership Project Analysis of Implementation*
* Learning Module 6 *Leadership Project Writing: Final Report*
* Learning Module 7 *Literacy Leadership Project due: Presentation and Publishing*

This Leadership Project is a data point assessment in your M.Ed. in Reading, Literacy, & Language. The rubric that will be used to evaluate this project is posted in the Leadership Project folder on D2L. Since this is a supervised project, at some point in researching and planning, you will need to arrange a conference with me. I also would like to attend your leadership program and observe you. You may choose to videotape the program as well.

**Grading Scale for Final Grade:**

Points awarded by rubrics for each assignment determine final grades. Total points for assignments equal 100 points. You point total will be converted to a final grade based on the following grading scale.

A 92-100%   
B 84-91%   
C 75-83%   
D 65-74%   
F 64% or less

To receive the maximum points for an assignment, please read the assignment instructions and review the rubric carefully. If you have questions, do not hesitate in contacting me.

**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.

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