



Course Syllabus

COURSE NUMBER: COMM 5777.01	COURSE TITLE Literacy Coaching	TERM: Summer 2006
SITE: Webster Hall	INSTRUCTOR CONTACT INFORMATION: Cindy Poston, Ph.D. cjposton@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course introduces educators to balanced literacy theory. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments. The role of the coach, mentoring of colleagues, and collaboration will be studied in detail. Emphasis will be on theory and implications of balanced literacy for all students within a coaching framework. Appropriate for classroom teachers, reading specialists, curriculum coordinators, and administrators.

2. LEARNING OUTCOMES

Course Outcomes	SoE Goals and Dispositions Addressed	MOSStep/Prof Standards Addressed
1. Contrast the major theories of reading instruction and learning	G 1.1, 1.4 D 2.4	MOSStep 2:4; IRA 1:2
2. Study the reading process	G 1.2, 1.3	MOSStep 1:1; IRA 1:1
3. Explore ways to facilitate professional development within learning communities	G 3.1, 3.2, 3.3, 3.4 D 3.1, 3.2, 3.3, 3.5	MOSStep 10:1, 10:2, 10:3, 10:4 IRA 5:1, 5:2, 5:3, 5:4
4. Learn the components of a balanced literacy program	G 1.1, 1.4, 2.1, 2.2, 2.3, 2.4	MOSStep 1:2, 2:3, 4:1, 4:2, 5:1, 5:2, 6:2, 6:3, 7:3 IRA 1:4, 2:1, 2:2, 2:3
5. Investigate a variety of formal and informal assessment tools	G 2.4 D 1.4, 2.1	MOSStep 8:1 IRA 3:1, 3:2, 3:3

6. Critically reflect on course readings, discussions, and personal experience	G 3.1 D 1.4	MOStep 9:1, 9:2, 9:3 IRA 5:1, 5:2, 5:3, 5:4
7. Examine methods of gathering and analyzing data in order to inform systemic change	G 1.2, 2.4, 3.1, 3.2, 3.4 D 1.4, 3.2, 3.5	MOStep 8:4, 10:1 IRA 3:3, 3:4, 5:3, 5:4
8. Learn and apply the literacy coaching model	G 1.1, 1.4, 2.3, 2.4, 3.1, 3.2, 3.4 D 1.2, 1.4, 2.4, 3.1, 3.2, 3.3, 3.5	MOStep 1:1, 10:1, 10:3 IRA 5:1, 5:2, 5:3, 5:4

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Class #1 (June 19)

Course overview/syllabus
Presentation topics/schedule
What is an effective literacy coach?
Role playing/coaching scenarios

Class # 2 (June 21)

Roles of the literacy coach
Terminology and vocabulary related to literacy coaching
Overview of theory/research related to balanced literacy
Role playing/coaching scenarios
Toll chapter 4, Appendices A and B, Introduction and Conclusion
W & M chapter 1

Class # 3 (June 26)

Balanced literacy components: Readers' and Writers' Workshop,
Interactive Writing, Modeled Writing, Responding to Literature
Instructional tasks
Role playing/coaching scenarios
W & M chapter 6
Reflection Paper #1 due

Class #4 (June 28)

Balanced literacy components: Shared Reading, Guided Reading,
Literature Circles, Interactive Read Aloud, Word Study
Role playing/coaching scenarios

Class #5 (July 3)

Getting started as a literacy coach

The “coaching continuum”

Beginning the coaching process: planning conference, coaching event,
reflecting conference

Coaching project assignment (further details/Q and A)

Role playing/coaching scenarios

Toll chapter 3

Class #6 (July 5)

Mediational questioning

Building trust and relationships

Validation versus evaluation

Dealing with difficult teachers and situations

Role playing/coaching scenarios

Toll chapters 5, 8, and 9

Class #7 (July 10)

Scheduling, organization, and management

Selection of materials

Evaluating “core reading programs”

Sharing materials with colleagues

Role playing/coaching scenarios

W & M chapters 5 and 7

Reflection Paper #2 due

Class #8 (July 12)

Interventions

Reading Recovery

The Arkansas Model for Early Literacy Intervention

Role playing/coaching scenarios

W & M chapter 8

Class #9 (July 17)

Working toward systemic change

Data collection

Assessment choices: running records, DRA, writing sample analysis

Working with administrators

Role playing/coaching scenarios

Toll chapters 1, 2

W & M chapters 2 and 4

Reflection Paper #3 due

Class #10 (July 19)

NCLB and Literacy Coaching

The “Five Biggies” of NCLB

Grant writing

Role playing/coaching scenarios

Work session/time to confer about coaching projects if needed

W & M chapter 3

Class #11 (July 24)

Coaching individuals and groups

The Critical Friends Model

Designing professional development (workshops and book studies)

Literacy Teams/Team Meetings

Role playing/coaching scenarios

Toll chapters 6 and 7

W & M chapter 9

Coaching Project due

Class #12 (July 26)

Revisiting the definition of and roles of an effective literacy coach

Setting goals: ourselves, colleagues, building, district

Rights and responsibilities of a leadership role

School, community, and family partnerships

Survival tips

Role playing/coaching scenarios

Wrap-up/course evaluation

Toll chapter 10

W & M chapter 10

4. RESOURCES:

Required Text(s):

Toll, C. (2005). *The literacy coach's survival guide*. Newark, DE: International Reading Association.

Walpole, S. & McKenna, M. (2004). *The literacy coach's handbook*. New York: Guilford.

Supplemental Readings and Handouts: as assigned throughout the semester

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below; see accompanying guidelines for further assignment descriptions).

Assessments	Links to Course Outcomes	Percentage of Grade
Reflection Papers (3)	1-8	50 points each x 3 =150points
Coaching Project	3, 6, 7, 8	100 points
Presentation with Handout	1-8	100 points
Class Participation	1-8	50 points

6. GRADING SCALE:

380-400 points	A
360-379 points	A-
346-359 points	B+
332-345 points	B
318-331 points	B-
280-317 points	C
279 points and below	No credit

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

Note: Assignments will not be accepted after the due date unless prior arrangements are made with the instructor.

Reflection Paper Guidelines

The reflection paper has evidence of:

1. A clearly written summary of what you have learned regarding the assigned reflection paper topic; the summary should include at least one reference to the course textbooks (at least 1 page, double-spaced)
2. A response to the professional implications of what you have learned and how that knowledge will affect your teaching. This response should include connections to the course textbooks, course readings, specific examples, and practical applications to instruction (at least 1 page, double-spaced)
3. Appropriate grammar and language mechanics (typos, spelling, capitalization, punctuation, etc.)

Suggestion: You may use the underlined terms above as headings for your paper, or you may choose to weave your summary and response together while maintaining the overall length requirement of at least two pages, double-spaced.

Coaching Project Guidelines

For the coaching project assignment, you will pair up with a colleague. You may choose to work with a colleague outside of class or within our class. If you choose to work with a colleague outside of class, you will visit that colleague once and write up the visit. If you choose to work with a colleague within class, you will visit one another twice. During one visit, one of you will take on the role of coach and the other as teacher; for the second visit, you will switch roles. You will each write up this project based on your experiences in the role of the coach (therefore, what you each turn in will be different).

For your project, you will turn in the following documents:

1. A completed planning conference form (attached)
2. A completed observation record form from the lesson that your partner teaches (attached)
3. A completed reflecting conference form (attached)
4. A one-page (double-spaced) personal reflection on the process of this coaching experience. Aspects to include in this reflection may be: What did I learn about myself from this experience? What made the coaching experience easy? Challenging? What aspects of coaching do I feel comfortable with? What aspects do I need to practice? How can I use what I learned to inform my practice?

Presentation with Handout Guidelines

The presentation has evidence of:

1. An overview/summary of the strategy/topic being presented.
2. Discussion of relevant information/chapters from the course textbooks, as well as any other useful resources.
3. Demonstration related to the strategy/topic. This demonstration should include some form of visual aid or interactive component. (That is, not just a verbal delivery-make it INTERACTIVE in some way.) If you prefer, you may demonstrate this strategy to us as if we were students.
4. A handout that includes a summary of the strategy/topic presented. Please include a list of any resources used, including web sites. If appropriate, include copies of anything useful regarding the strategy/topic presented.
5. The presentation should be approximately 10-15 minutes long. Your presentation should be at least 10 minutes in length. Please DO NOT EXCEED 15 minutes in length.
6. You may choose to present as a group with a maximum of three persons per group. In the case of a group presentation, all members of the group will receive the same grade.

Please provide a copy of the handout to the instructor just before your presentation. I will make copies of the handout and distribute them during the following class meeting. If you prefer to have the copies at the time of your presentation, please provide a copy to the instructor a few days prior to your presentation.

PLEASE NOTE

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required. Attendance will be taken at each class meeting. Due to the small number of class meetings, missing more than one half of one class during the semester will result in either make-up work or a grade reduction (your choice). Absences can consist of missing an entire class meeting as well as accumulated tardies and/or leaving class early.
- Class participation points are based on active involvement in class activities, discussions, and observations. Class participation points cannot be made up outside of class.
- Assignments will not be accepted after the due date unless prior arrangements are made with the instructor.
- An incomplete (I) grade is only given due to personal illness or family emergency. The majority of the coursework must be completed before consideration for an incomplete grade will be given.
- Class readings and assignments need to be completed prior to the class meeting for which they are listed. Chapters of the textbook are listed with class meetings for which they are most relevant. However, feel free to space out the readings to accommodate your schedule, making sure the readings are completed prior to the dates listed. Additional readings may be assigned throughout the semester at the discretion of the instructor.
- Changes made to this syllabus, if any, will be announced in class. It is the student's responsibility to contact another class member regarding any announcements made and/or information discussed during a missed class. Copies of missed handouts will be provided.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

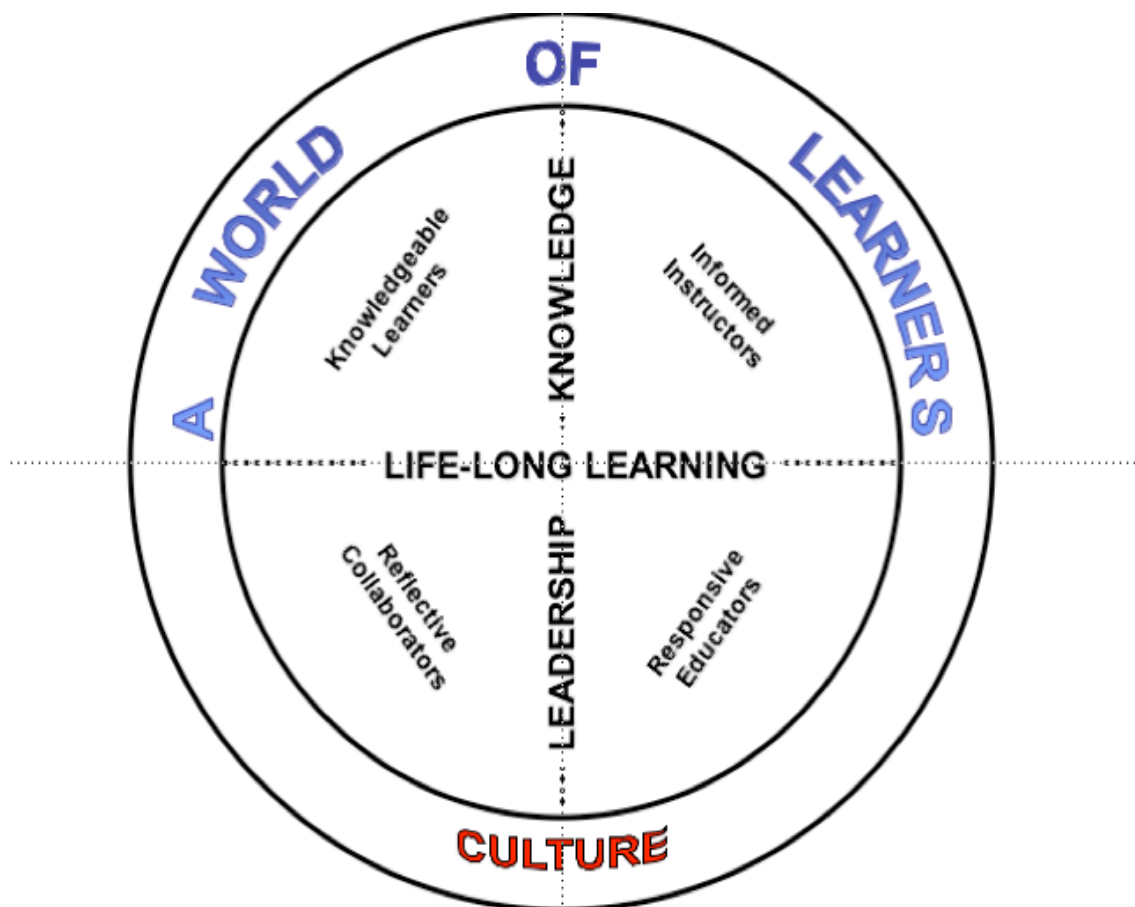
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Webster University School of Education

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence