Welcome to the class!

Course Description:

Exploration of the role of the literacy specialist within the school community with special attention to school reform, the professional learning community, professional development, literacy program implementation and supervision, and student assessment responsibilities. The range of functions of the literacy specialist will be considered in light of how these are impacted by the changing needs of the participants and constituencies of the school.

Learner Objectives:

*Develop Knowledge and Understanding about Policy and Practice in Literacy Teaching and Learning:*

- Understand the role of the literacy specialist in total school reform and foster a professional learning community
- Understand the policy environment within which school literacy practices operate
- Understand the history and development of the literacy specialist role
- Identify schools’ strengths and needs in relation to essential literacy program components
- Collect and analyze school-level literacy achievement data

*Build Capacity for Effective Literacy Teaching and Learning:*

- Develop standards-based literacy curricula
- Develop literacy curricula to support positive school change that will address inequities in literacy achievement among students
- Select evidence-based practices and instructional materials necessary to support students’ learning
• Identify strategies to improve connections between reading, writing and technology across the curriculum
• Facilitate academic intervention for students at risk of literacy failure

**Learn Effective Leadership Skills as a Literacy Specialist:**

• Plan on-going literacy professional development
• Facilitate professional development using appropriate group and team development skills, coaching and clinical supervision skills
• Work effectively with parents to facilitate student achievement and communicate appropriate information about school literacy practices

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**Required Readings:**

Sharon Walpole and Micheal C. McKenna

**Danielson’s Framework for Teaching**

**RTI**
http://www.nysrti.org

**Professional Development**
http://www.engageny.org/

**Learning Forward-professional learning news**
http://learningforward.org/publications#VLoE1p6oC
http://multibriefs.com/briefs/lf/

“Preparing, Inducting and Retaining ELA Teachers”

“Ability Grouping Practices in Elementary School and African American/Hispanic Achievement”
http://hcd.illinois.edu/people/faculty/lleras_christy/publications/Ability%20Grouping.pdf

“Closing the Expectations Gap”
Attendance Policy:

You are allowed one absence without penalty. You may use this absence for any reason, and you do not need to inform me. Each additional absence will lower your final mark by 7 points. If extenuating circumstances require additional absences you need to make special arrangements.

Grading Policy:

Please use APA format for references and in-text citations.

Reading Response Logs- 20 points- 5 points each

Our class meetings will be in the form of a protocol guided conversation. It is critical that you come to class prepared having completed the assigned reading for the session, have with you the Reading Response and all assigned materials as you will refer to them throughout our conversations. All reading assignments will directly connect to and support the assignments completed throughout the semester.

Assignment #1- Instructional Review Implications- 10 points-Individual Assignment

Using your instructional review research from last semester you will now look at the topic through the eyes of a literacy coach instead of a teacher reader of research. How can your topic be applied and put into practice?

- Write an abstract (approximately 150 words)
- Write a comprehensive set of principles that will serve as a guide for teachers

At least 5 principles, 8 maximum

How can they utilize this evidence-based practice and apply the research?

Be sure to include any caveats or tips for specific populations.

Assignment- # 2 Literacy Programs Investigation- 30 points -Partner Assignment

- Choose from and investigate and compare two literacy programs from the list noted below. Complete the Literacy Programs Investigation Template (found in NYUClasses) detailing: What about the program works? What are some samples of best evidence? What does the research say? What are the strengths of the program? What are some weaknesses of the program? What are some cautions of the program? For what type of population would this program be most effective? What tier of RTI would this program be most effective? What level of training is necessary to implement this program? Who will provide this program? What is the frequency and duration? 15 points
- Design a professional development session/presentation for your colleagues. Provide a concise overview of your findings and rationale for selecting this program for your district. 15 points

Program Investigation Options: What Works Clearinghouse Read 180, SuccessMaker, Reading Recovery, Wilson Reading System, Fundations, Voyager
Universal literacy System, Leveled Literacy Intervention, Early Intervention in Reading (EIR), Otron Gillingham, Accelerated Reader, Reading 360. Fast ForWord, Reading Recovery, Fundations, Ladders to Literacy, Read Naturally (adol), Sheltered Instruction Observation Protocol, LANGUAGE (adol.), Peer-Assisted Learning Strategies, Wilson Reading, Reading Edge, Read 360, Reading Mastery, CRISS, Collaborative Strategic Reading, Reading for Real
http://ies.ed.gov/ncee/wwc/
AND

**Remember every school has its own distinct set of curricular strengths and weaknesses. No one program is a perfect fit and will solve all curricular issues.

Assignment #3- Engage NY- Literacy Program Professional Development Project- 10 points - Individual Assignment

As a Literacy Coach or supervisor you will be expected to explore professional development opportunities for staff member of your school community at various levels. You will need to develop professional development plans that offer professional growth on an individual teacher basis as well as at the school-wide level. You will also be expected to develop a short term professional development plans and long term plans. EngageNY.org is an online resource developed by the New York State Education Department. This assignment will help you explore the components of EngageNY that will assist you in developing such plans.

- Explore EngageNY.org and each of its 6 components (Common Core Curriculum and Assessments, Teacher/ Leader Effectiveness, data Driven Instruction, Video Library, Professional Development and Network Teams, Parent and Family Resources).

Reflecting on instructional needs, select one indicator from Danielson’s Framework for Teaching: Domain 3- Instruction in which you will develop a Professional Development presentation/session. Be sure to keep in mind the curriculum at your school and use EngageNY to enhance the program already in place.

Assignment #4- School-based Literacy Study -30 points-Partner Assignment

You will develop a literacy case study of a school and write an analysis of the school’s strengths and needs in relation to essential literacy program components. Study components should include the following:

1. Programs, curriculum and instruction: An overview of the school’s reading and writing program with recommendations for improvements relating to curriculum activities, assessment tools, strategies to improve connections between reading, writing and technology and recommendations for curriculum materials; proposal for a set of school-wide instructional strategies to raise achievement. Be sure to use your Literacy Programs Investigation to support this work. Make sure to focus on both:
   - Basic literacy
   - Academic literacy
2. Academic performance and progress: An overview of school performance with a focus on school-level literacy achievement and patterns of achievement over time;
3. Professional development, professionalism and teacher performance: An overview of
the school’s professional development program, an analysis of how it addresses the needs of teachers and a plan designed to address the needs of teachers and sustain on-going professional development. Rti connection

4. **Equity and intervention:** Is there an achievement/equity gap at your school? What are the ways in which it is manifested? Is there evidence that the gap is closing or widening? If the gap is closing, what is it attributed to? What is being done at your school to close the achievement/opportunity gap? An analysis of school-wide academic intervention services for students at risk of literacy failure and recommendations to improve literacy instruction.

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**Students with Disabilities:**

Students with physical or learning disabilities are required to register with the [Moses Center for Students with Disabilities](https://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php), 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

**Academic Integrity:**

Please note: All work turned in for this course must be ORIGINAL. When in doubt, cite a reference. Adherence to the Academic Code of Integrity for All Students is expected. See [http://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php](http://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php). Penalties for lack of adherence to the code will be enforced. Formal proceedings will be filed.

*Syllabus is subject to change*