

**RHODE ISLAND COLLEGE  
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
M.Ed. READING EDUCATION PROGRAM (SPRING 2011)**

**ELED 641: ADMINISTRATION OF READING PROGRAMS**

**General Course Information**

<b>Professor:</b>	<b>Roger G. Eldridge Jr.</b>
<b>Office:</b>	<b>Sherlock Center</b>
<b>Office Phone:</b>	<b>(401) 456-4738</b>
<b>E-mail:</b>	<b><a href="mailto:reldridge@ric.edu">reldridge@ric.edu</a></b>
<b>Office Hours:</b>	<b>By Appointment</b>
<b>Meeting Room:</b>	<b>HBS 205</b>
<b>Class Hours:</b>	<b>Tuesdays, 4:00pm-6:50pm</b>

Each student is required to use his/her RIC email account to communicate with the instructor and students enrolled in ELED 641.

**Catalog Course Description**

The role of the reading consultant in improving reading instruction is examined. Included is a study of the concept of literacy, a review of model reading programs, the change process, and curriculum planning.

**Professional Standards Met**

Specific outcomes for specialized reading professionals are clearly identified by the Professional Standards and Ethics Committee of the International Reading Association in the Standards for Reading Professionals, Revised (2010). The content of the Administration of Reading Programs primarily addresses Standard # 6 of the IRA Standards for Reading Professionals (2010).

**Standard # 6 Candidates recognize the importance and facilitate professional learning and leadership as a career-long effort and responsibility**

**Course Goals**

The course goals for the Administration of Reading Programs primarily address the elements of Standard # 6 of the IRA Standards for Reading Professionals (2010)

- 6.1 Demonstrate foundational knowledge of adult learning theories, and related research about organizational change, professional development, and school culture.**
- 6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.**

- 6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
- 6.4 Understand and influence local, state, or national policy decisions.

### Course Objectives

The course objectives for ELED 641 are competencies identified in the International Reading Association document Guidelines for the Specialized Preparation of Reading Professionals (2010), the Rhode Island Department of Education Professional Teaching Standards and the graduate program competencies identified by the Feinstein School of Education and Human Development. Individuals seeking to become reading specialists must demonstrate competency in these ELED 641 objectives:

<b>Learning Objectives</b>	<b>Standards (IRA/NCATE, RIPTS, FSEHD Competencies)</b>	<b>How/Where Assessed</b>
<b>1. Use theories and research of organizational change, professional development, and school culture to create a program of professional development for teachers and other professionals.</b>	<b>IRA 6.1, FSEHD Knowledge 1, FSEHD Practice 1</b>	<b>Group Work Self Evaluation</b>
<b>2. Engage in personal and professional reading and writing with colleagues, students, administrators and parents/guardians</b>	<b>IRA 6.2, RIDE 10, FSEHD Practice 4</b>	<b>Staff/Professional Development Self-Evaluation</b>
<b>3. Develop leadership skills around school change.</b>	<b>IRA 6.1</b>	<b>Supplementary Field Experience Staff/Professional Staff Development</b>
<b>4. Design, develop, implement, and evaluate an effective and differentiated professional development program for teachers and other professionals in your school or school district around reading and writing instruction.</b>	<b>IRA 6.3, RIDE 7, RIDE 3, RIDE 4, RIDE 5, FSEHD Knowledge 3, FSEHD Practice 3, FSEHD Practice 1</b>	<b>Staff/Professional Staff Development Supplementary Filed Experience</b>
<b>5. Demonstrate an understanding of current local, state or national policy focused on the areas of reading and writing instruction.</b>	<b>IRA 6.4, RIDE 11, FSEHD Knowledge 4</b>	<b>Supplementary Field Experience Group Work</b>
<b>6. Participate in groups and organizations that advocate for needed organizational and instructional changes that promote effective reading and writing instruction.</b>	<b>IRA 6.4, FSEHD Knowledge 4</b>	<b>Staff/Professional Development Group Work</b>
<b>7. Demonstrate your ability to use technology to design, develop, implement and evaluate reading and writing instruction and student learning.</b>	<b>IRA 6.3, FSEHD Practice 2</b>	<b>Supplementary Field Experience Group Work</b>

## **Course Requirements**

**Class Meeting Schedule:** Attached to the Course Outline is a schedule of class meetings. If an on-campus class is cancelled because of a conflict in the instructor's schedule, students will be notified no later than noon of the day of the class (Tuesday). If there is snow or some other weather related situation, please check with RIC's hotline (401-456-9500) to learn if the RIC Administrators have cancelled classes for the day in question.

**Attendance:** Attendance is REQUIRED at all class sessions. Absence from a scheduled class session may have a negative impact on your final assigned grade.

**Examinations:** There is no final examination in this course

**Assignments:** Overall, the purposes of each assignment are to reinforce course topics, provide experience, and allow students opportunities to discuss/share ideas with one another. All assignments are to be typed unless otherwise specified. Assignments are graded primarily on the basis of content, however, neatness, writing style, organization, grammar, spelling, and appropriate word processing are considered in awarding grades. Therefore, the presence of grammatical errors, misspellings, run-on sentences, sentence fragments, other stylistic shortcomings, and inappropriate word processing may detract from your grade.

**Assignments Are To Be Submitted Electronically:** Only whole assignments are accepted electronically via email directly to the instructor. The week after an assignment due date, the Instructor returns the evaluated assignment directly to students.

If you have any questions concerning any assignment please schedule a time to talk with me individually. I prefer to help you as much as you need before a project is completed, rather than after you have submitted a project.

### **Assignment I: Supplementary Field Experience**

Each student is responsible for conducting an interview with a school principal, or curriculum director for reading and writing, or a literacy coach who is responsible for the reading and writing curriculum used in a school or school district. This is a comprehensive assignment! I realize that most of you will select to interview an individual from the school or school district where you work. That is perfectly appropriate. Before conducting the interview, contact the individual you want to interview and confirm that this individual is the individual responsible for overseeing the reading and writing curriculum for the school or school district. That is, this person has decision-making authority about the implementation, operation, and improvement of the reading and writing program. Schedule an appointment with the individual. Before conducting the interview develop, in written form, the primary questions that you will ask during the interview. You should identify most of the questions you intend to ask. The purposes of the interview are to: 1) identify the mission statement of the school or school district's reading program (I strongly suggest you obtain a written/printed copy of the reading and writing program mission statement even before scheduling the interview and review it before the interview); 2) identify the program of reading and writing implemented in the school and/or determine if

there is a program or if individual teachers teach as they see fit); 3) identify the amount of decision making the teachers exercise in the implementation of the reading program; 4) identify if the teachers receive background information via professional development to implement the reading and writing program and the content and activities of the reading program; 5) Identify if there is an official ongoing program of professional development in the area of teaching reading and writing for the teachers in the school or school district and identify if all teachers must attend the reading and writing staff/professional development; 6) identify the content of recent professional development sessions and the frequency of the professional development offerings in reading and writing within the school or school district; 7) identify the amount of money the school or school district budget yearly for teacher professional development at the school and the school district level; 8) learn about the interviewee's perspectives about the reading and writing program implemented by the teachers; 9) learn about the perspectives of the interviewee of the positive and negative elements of the reading and writing program currently being implemented in the school or school district; and 10) learn about the interviewee's perspectives about the reading and writing professional development needs of the teachers in the school or school district.

The above areas are not the questions but areas you need to address with the interviewee. Also, I suggest that prior to arriving for the interview you seek permission from the interviewee to tape record the interview as well as to take notes during the interview. -

Before concluding the interview, request permission to develop a one or two year staff/professional development plan in reading and writing for the school or school district teachers. I suggest that you provide a brief verbal description of the contents of the plan: 1) needs assessment for professional development; 2) analysis of the results from teachers' professional development needs assessment in reading and writing; 3) specific goals to be set for the professional development; 3) content of the professional development sessions; 4) list of presenters for the professional development; 5) evaluation structure for the individual and overall professional sessions; 6) timetable for all professional development sessions; and 7) a budget.

Your written report of the interview must include each of the following sections:

- 1) Identify all questions asked during the interview;
- 2) Identify the responses of the interviewee to each question;
- 3) Write a thoughtful reflective reaction to the major responses made by the interviewee;
- 4) Write your evaluation of the state of reading and writing instruction currently being offered in the school or school district;
- 5) Identify specific reading and writing areas that you think the school or school district would benefit from receiving teacher professional development;
- 6) Provide a rationale statement for each of the areas of professional development you identify.

If you discover the individual you interview is unable or unwilling to provide the information you seek, you need to arrange another interview with an individual who can and will provide appropriate responses and information you seek. Before agreeing to an interview be absolutely sure the individual you have contacted is the appropriate individual to provide the information you seek. Due Date: MARCH 8, 2011

### **Assignment 2: Staff/Professional Development Program Plan**

**The Staff/Professional Development Program Plan is a multi- task assignment to be completed and submitted as an individual project, not a group project. You will, however, work within a group to discuss ideas for several of the tasks related to the staff/professional development plan. You must complete several tasks to complete the Staff/Professional Development Program Plan successfully. Failure to complete any individual task may seriously detract from your final grade for the Staff/Professional Development Program Plan. All of the individual tasks are submitted together as a plan and not as separate tasks.**

**Design a school or school district staff/professional development program plan to address specific reading/literacy needs of the students and teachers in the school or school district you select. I suggest that you select the school or school district you work in. If you do not work in a school or school district please speak with me at the end of the first class. The staff/professional development program plan you design should be detailed enough to provide a reader with the opportunity to understand:**

- 1) the mission of the reading and writing program in the school or school district (Mission Statement);**
- 2) the teachers' needs for reading and writing professional development (Needs Assessment);**
- 3) the analysis of the teacher's needs assessment instrument;**
- 3) the goals you hope to accomplish with the teachers (Goals of the Plan);**
- 4) the content of each individual professional development session you design (Topic and Goals and objectives for each Individual Staff/Professional Development Session);**
- 5) the individual presenter(s) of each staff/professional development session (Individuals, Qualifications, Background);**
- 6) the expectations you have for the participants during and after each session; (What the teachers will actually do during and after each staff/professional development session);**
- 7) the budget for each individual session as well as an overall budget for the staff/professional development program plan (Budget Plan for Each Individual Session and Budget for the Overall Plan);**
- 8) the timetable for delivery of the plan elements (Dates & Times); and**
- 9) the evaluation forms to be used to evaluate both the individual activities and the overall staff/professional development program provided to the teachers.**

**A staff/professional development program plan is not a one-shot in-service day. A staff/professional development plan is a coherent plan of action to improve the school's/district's delivery of reading and writing instruction to all learners in the school/district.**

**A plan is based upon:**

- a set of goals and objectives;**
- a consistent plan for professional development delivered to the teachers over a considerable amount of time;**

- a plan that consists of several sessions where participants come together to learn and work to improve reading and writing teaching;**
- a plan that emphasizes teacher learning;**
- a plan that results in enhancing the teachers' teaching abilities;**
- a plan that offers teachers opportunities to engage in actual activities and experiences;**
- a plan that requires teachers to share the results of their use new skills or activities in a classroom setting;**
- a plan that requires teachers to critique, reflected on, and rethink their activities and experiences.**

**Due Date: April 26, 2011.**

### **Assignment 3: Group Work**

**Each class member selects membership in one small group (3 or 4 members). Each week, your group meets, in class, for approximately 35 minutes to work together and to share ideas about developing the interview questions, develop the various elements of the staff/professional development plan and to plan article presentations.**

**The members of each group collectively identify and agree upon the procedures about how the group operates. Group responsibilities include but are not limited to:**

- 1. Assign articles from the Schedule of Articles and Discussion to each group member;**
- 2. Assist each group member to prepare and to present her/his article to the class;**
- 3. Assist each group member to create appropriate questions for the individual interviews;**
- 4. Assist each group member to work on the various tasks of the staff/professional development plan**

**A textbook is not required in this course. Assigned articles for each week are identified at the end of the course outline. You are responsible for reading and completing the following tasks for the assigned articles for each week before arriving at class. Requirements include:**

- a) Bring to class a copy of each assigned article read each week;**
- b) Identify in writing 3-5 primary major points from each article that struck you as being most important;**
- c) Identify in writing 2-3 questions from each article that you developed based on your reading that you want to discuss in class;**
- d) Write a comprehensive but brief reflection of the article you read.**

**Each article is assigned to a group. Each group identifies a group member to present each of the articles assigned to the group. A presenter does need to complete a) – d) above. Each presenter prepares and delivers a presentation and completes the following assignment:**

- 1. Introduce the topic (reading) briefly**
- 2. Identify, write and share 3-5 points important to him/her from the reading**
- 3. Identify, write and share 1-3 questions to ask the participants to address during discussion.**
- 4. Initiate and monitor the discussion by addressing the 3-5 points and 1-3 questions**
- 5. Provide a brief summation at the conclusion of the discussion upon which class members may reflect.**

**As a presenter you are leading the discussion of the assigned topic to the whole class. Each presentation lasts approximately 45 minutes. One suggestion to all presenters: actively involve your group members in the presentation to the class.**

**At the beginning of each presentation, the presenter submits to the instructor the following not to exceed two word-processed pages: 1) a brief introductory statement (one paragraph); 2) a list of 3-5 points from the article to be discussed by the class participants during the presentation/discussion; and 3) 1-3 questions to be discussed by class members during the presentation/discussion. Due Date: AS ASSIGNED**

#### **Assignment 4: Written Self Evaluation**

**Before the last class session, you submit, in writing, your self-evaluation of your effort and learning in this course. Your self-evaluation is based upon a series of questions developed by the instructor. The questions will be distributed at mid-semester. Due Date: MAY 10, 2011**

#### **Grades**

**Grades are determined by weighing the course requirements in the following manner:**

<b>Assignment 1: Supplementary Field Experience</b>	<b>20%</b>
<b>Assignment 2: Staff Development Plan</b>	<b>50%</b>
<b>Assignment 3: Group Work</b>	<b>25%</b>
<b>Assignment 4: Written Self-Evaluation</b>	<b>5%</b>

**Grades are based on the quality of your work, not on the quantity. There is no predetermined distribution of grades in this class. If many students deserve high grades many high grades will be awarded; but of course the converse is possible. All grades are awarded on merit and not by means of a "curve."**

**Do note that I reserve the right to raise or lower a final grade based on additional factors. Some factors are, for example, missed class sessions, submitting assignments past deadlines, failing to actively participate in class, etc.**

#### **Required Text**

**There is no required text for this course. Course reading are on a CD distributed during the first class session.**

#### **Code of Professionalism, Participation, and Attendance**

**Students are expected to conduct themselves professionally according to the following code:**

- **Respect each person, treat each other with dignity, and encourage each other to participate.**
- **Focus on learning.**
- **Come to class prepared and with a positive and energetic attitude.**
- **Be prompt to all class sessions.**

- **Participate appropriately! Activities or interruptions such as side conversations, working on class assignments, or other activities during class such as sleeping, gossiping, demonstrating a negative attitude, using cell phones, surfing the Internet or responding to emails or using other electronic devices are unacceptable.**
- **Communicate with the instructor about course or program concerns.**

### **ELED 641 Course Guidelines**

**Students have the responsibility to:**

1. **Inquire about course requirements if you do not understand them or are in doubt about them;**
2. **Maintain the standards of academic performance established for individual courses and for programs of study;**
3. **Initiate an investigation if you believe your academic rights have been violated;**
4. **Learn the content of the course ELED 641;**
5. **Act in accordance with commonly accepted standards of academic conduct.**

### **Affirmative Action and Disabilities Statement**

**Rhode Island College is an Affirmative Action Equal Opportunity institution. Students with disabilities or other special needs should feel free to contact the course instructor if there are services or adaptations that can be made to accommodate their special needs. Staff at the Office of Disabilities (Craig-Lee Hall 127) may be helpful in this effort.**

### **Class Schedule**

<b>4:00-5:20</b>	<b>Instructor Presentation</b>
<b>5:20-5:30</b>	<b>Break</b>
<b>5:30-6:15</b>	<b>Facilitator and Discussion - Article</b>
<b>6:15-6:50</b>	<b>Collaborative Group Work</b>

### **Schedule of Articles and Discussions**

#### Date

January 25	Introduction, Course Outline Discussion of Assignments, Group Work
February 1	<b>GROUP # 1</b> Fullan, M. (1994). The complexity of the change process (Chapters 2). In Fullan <u>Change Forces</u> . Bristol, PA: Falmer Press, pp. 19-41 & 42-83.  <b>GROUP # 1</b> Fullan, M(1994). The school as a learning organization (Chapter 3). In Fullan <u>Change Forces</u> . Bristol, PA: Falmer Press, pp. 19-41 & 42-83.
February 8	<b>GROUP # 2</b> Hord, S. (1993). <u>Facilitative leadership: Imperative for change</u> . Introduction and Approaches to change & leader's change – Facilitating actions. Austin, Texas: Southwest Educational Development Laboratory.



- GROUP # 3** Hord, S. (1993). Facilitative leadership: Imperative for change. Leadership for restructuring or systemic change & Conclusion. Austin, Texas: Southwest Educational Development Laboratory.
- February 15 **GROUP # 4** Richardson, V. (1993). How Teachers Change. pp. 1-20. [www.ncsall.net](http://www.ncsall.net)
- GROUP # 1** Fullan, M (2006). Change Theory: A force for school improvement. Seminar Series Paper No. 157. Center for Strategic Education.
- February 22 **GROUP # 2** Taylor, B., et. al. (2005). The CIERA school change framework: An evidence-based approach to professional development and school reading improvement. Reading Research Quarterly, Vol. 40, No. 1, pp. 40-69.
- March 1 **GROUP # 3** Vacca, J. & Mraz, M. (2002). Professional development. In Wepner, Strickland, & Freeley (editors) The Administration and Supervision of Reading Programs 3<sup>rd</sup> Edition. New York: Teachers College Press. pp. 3-15.
- March 8 **GROUP # 4** Bean, R. & Morewood, A. (2007). Best practices in professional development for improving literacy instruction. In Gambrell, Morrow, & Pressley (Editors) Best Practices in Literacy Instruction. New York: Guilford Press. pp. 373-394.
- March 15 Spring Break, No Class
- March 22 **GROUP # 1** Lieberman, A. & Miller, L. (2007). Transforming professional development. In Hawley (editor) The Keys to Effective Schools. Thousand Oaks, CA: Corwin Press. pp. 99-116.
- March 29 **GROUP # 2** Bean, R. (2002). Developing an effective reading program. In Wepner, Strickland, & Freeley (Editors) The Administration and Supervision of Reading Programs 3<sup>rd</sup> Edition. New York: Teachers College Press. pp. 3-15.
- April 5 **GROUP # 3** Slavin, R., et. al. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. Reading Research Quarterly, Vol. 43, No. 3, pp. 290-322.
- April 12 **GROUP # 4** McGill-Frazen, A. (2010). The national early literacy panel report: Summary, commentary, and reflections on policies and practices to improve children's early literacy. Educational Researcher, Vol. 39, No. 4, pp. 275-278.
- GROUP # 4** Shanhan, T. & Lonigan, C. (2010). The national early literacy panel: A summary of the process and the report. Educational Researcher, Vol. 39, No. 4, pp. 279-285.
- GROUP # 4** Neuman, S. (2010). Lessons from my mother: Reflections on the national early literacy panel report. Educational Researcher, Vol. 39, No. 4, pp. 301-304.
- April 19 Spring Break - No Class

- April 26
- GROUP # 1** Pearson, D & Hiebert, E. (2010). National reports in literacy: Building a scientific base of practice and policy. Educational Researcher, Vol. 39, No. 4, pp. 286-294.
- GROUP # 2** Dickinson, D. et. al. (2010). Speaking out for language: Why language is central to reading development. Educational Researcher, Vol. 39, No. 4, pp. 305-310.
- May 3
- GROUP # 3** Teale, W. et. al. (2010). Where is NELP leading preschool literacy education? Potential positives and negatives. Educational Researcher, Vol. 39, No. 4, pp. 311-315.
- GROUP # 4** Little, J. (2007). Professional communication and collaboration. In Hawley (editor) Keys to Effective Schools. Thousand Oaks, CA: Corwin Press. pp. 51-65.
- May 10
- Last Class  
Self-Evaluation