

Loyola University
CIEP 428 Seminar: Development and Administration of Reading Programs

Spring 2008 - Thursdays 7:00-9:30 / room LT913

January 14- April 25

Required Text: Administration and Supervision of Reading Programs by Marguerite Radencich. Allyn and Bacon. 1995.

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Overview

This seminar centers on teaching as research, writing as literacy and service as social justice. Each creates a thread by which reading candidates can think about and implement research of best literacy practices when analyzing reading programs, determining program needs and writing about and advocating for quality opportunities for all readers in schools.

Course Goals

- Teaching as research includes examining reading programs, the administration of them and access to those programs in schools in an inquiry base to learn about most effective reading practices and their implementation.
- Writing as literacy includes analyzing reading program data and the research available for best literacy practices.
- Teaching for Social Justice includes advocating for resources for improved literacy achievement based on the research literature.

Course Requirements:

- Choose a school to analyze and develop a school improvement plan. Analyze ISAT tests at the school level to determine the overall needs of the school. What are the school's literacy goals? Examine programs presently used and analyze it based on research.
- Review assessments given at the grade level. What strengths and needs are seen at the school? What resources exist and what resources are needed.
- Develop an Action Plan based on the literature on research of best literacy practices. Design a program for your school that builds on what the school is currently implementing in reading and add aspects of research-based practices to enhance student learning and school-wide goals. Examine instructional practices, include grouping practices and needs.
- As part of the Action Plan, survey teacher needs, develop a demonstration lesson and conduct a walk through. Include communication techniques.
- How will the effectiveness of the program be evaluated.

Readings

Readings include pre-selected chapters, journal articles and research studies provided by the instructor.

Grading

Grades will be determined for individuals using the following weighted scale:

Class Participation	15%
Major Course Assignments	50%
Presentations	20%
In-Class, On-Demand Writing	15%

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Diversity

Reading specialist candidates will be expected to take advantage of the leadership opportunities in schools that serve diverse student populations. The candidates' school settings provide opportunities to participate in learning communities in which individual differences and cultural diversity are respected. Candidates will complete the Demographic Information Form which will be provided in class.

Technology

Technology is used to enhance instruction whenever possible. Reading specialist candidates will use Internet-based resources and Blackboard features to design instruction and investigate exemplary literacy research.

Conceptual Framework

The School of Education's conceptual framework, *Professionalism in Service of Social Justice*, includes the four areas of knowledge, skills, ethics and service. In this course, those areas are developed in the following manner:

Knowledge—Candidates will grow in the development of a knowledge base that will be demonstrated as they examine and analyze school improvement plans and develop action plans to increase literacy in the classroom.

Skills—Candidates will model effective literacy practices both in class activities and presentations.

Ethics—Candidates will maintain high standards of professional conduct and will demonstrate respect for each learner as an individual and will develop in sensitivity to students and colleagues with whom they interact.

Service—Candidates will be encouraged to consider how they can serve as a change agent within a school and the community as they advocate for resources for improved literacy achievement for all students.

Syllabus

The Syllabus is tentative and may change based on the needs of the instructor and students. Significant changes (variations in assignment requirements) will be provided in writing, minor changes will be announced in class.

Course Schedule

January 17, 2008

- Introductions
- Federal Level Initiatives
 - ISAT testing implications and uses
 - Reading First
- Role of the Reading Administration
 - Literacy Coach, Leadership

- Culture of the School
 - Reading and the Total School Environment
 - Philosophy of Literacy Education
- Assignment
 - Determine school to be analyzed
 - Obtain ISAT tests and analyze instruction strengths and needs
 - <http://researchcps.k12.il.us/resweb/schoolProfile>
 - <http://chicagotribune.com>
 - What Federal Programs are implemented? (i.e. Reading First)
 - Describe the culture and philosophy of the school

January 24, 2008

- Discussion of school philosophy, culture and tests results
- Setting the stage for change
- Using Classroom Assessment to Guide Instruction
- Use of technology to analyze classroom assessments
- Web sites for test data analysis
- Assignment
 - What Assessments are used at the grade and classroom level
 - What assessments are given at grades K, grade 1, middle grades – analyze results
- Readings
 - Chapter 1 – Setting the Stage
 - Climate – page 154 – 155

January 31, 2008

- Discussion of assessments used at grade levels and results
- Programs rated as successful research-based programs by the Federal Government
- School wide reading programs and federal approved reading programs
- Analyzing Curriculum strengths and weaknesses
 - Assessments at Kdg., grade 1, middle grades
 - Use of technology to assess curriculum
- School literacy goals
- Assignment
 - What are the school's literacy goals?
 - What reading programs are used?
 - Are they reflecting philosophy?
 - Discuss with the principal/reading coach the strengths and needs of the school
 - Examine the reading program used and analyze it based on research of best practices.
 - Compare the reading program to another reading program determined by the gov't to be based on best practice.

February 7, 2008

- Discuss reading programs at schools and comparison to Federal approved programs
- The role of the District
- Analyzing assessments and resources
 - data management systems
 - what resources are available?
 - what resources are needed
 - how do you advocate for better resources?
- Assignment
 - What data management systems are used in the school?
 - What strengths and needs are seen at the school through assessments?
 - What are resources strengths? Needs? How do you advocate for more resources?
- Readings
 - Chapter 5 – The District Role

February 14, 2008

- Work in schools - collect data and analyze needs

February 21, 2008

- Discuss data management systems/ resources /needs
- Developing an Action Plan / plan the Program – schedules
 - Evaluation of program
 - Action plan
 - How much reading time is actually used?
- Assignment
 - Examine the Instructional Goals
 - What is the task?
 - What action is required?
 - Who is responsible?
 - What is the time line
 - (begin/monitored)
 - What is the evaluation and monitoring process?
- Readings
 - Chapter 2 – Analyzing and Improving Curriculum
 - Appendix C – Action Plan - p. 242

February 28, 2008

- Discussion of school's instructional goals.
- Players – library- Media Center
- Use of technology to improve reading/writing program
- Placement and Grouping
- Assignment
 - How are special needs students taught at the school?
 - How are bilingual students taught at the school?
- Readings

Chapter 6 – Components of a Comprehensive Schoolwide
Reading/Writing Program
Chapter 7 – p. 173-181

March 6, 2008

Spring Break

March 13, 2008

- Discussion of special needs and bilingual students – placement/ inclusion
- RTI – Response to Intervention
 - Special needs students
- Teacher request form –
 - types of services you can provide
- Assignment
 - Survey teachers in your school to determine their prioritized needs and what you might implement to address those needs.
- Readings
 - Chapter 7 – Organizing for Instruction
 - Appendix C – p. 259

March 20, 2008

- Discussion of survey given to teachers
- Evaluating and monitoring the program – walk throughs
- Assignment
 - Pick a teacher and conduct walk throughs – what patterns do you see?
- Readings
 - Chapter 3 – Analyzing and Improving Instruction

March 27, 2008

- Discussion of walk throughs
- Group Dynamics
- Assisting teachers with teaching/learning strategies
 - Demonstration Lessons
- Training of Tutors, paraprofessionals and volunteers
- Partnerships with community members
- Assignment
 - Develop a demonstration lesson to model a reading area weakness in the school
- Readings
 - Chapter 4 –Using Keys to Effective Leadership

April 3, 2008

- Share demonstration lessons
- Instructional materials and resources
- Assignment
 - What instructional materials and resources are available?

- What are needed?
- Are there tutors/volunteers used in the school? How?
- Readings
 - Chapter 3 – p.69-71

April 10, 2008

- Professional Development, Jane Hunt
 - Assisting teachers with teaching and learning strategies

April 17, 2008

- Discuss instructional materials and resources
- Communication Techniques
 - What communication techniques are your strength?
 - What do you need to improve upon?
- Program Review and Evaluation
- Readings
 - Chapter 8 – Is the Reading/Writing Program Working?
 - Appendix C – p. 246 – Program Review

April 24, 2008

- Sharing of school plans:
 - How will you be a change agent?
 - In your school, what are the issues of social justice and equity, how will you advance these issues?

Bibliography

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Walpole, Sharon and McKenna, Michael. (2000). *The literacy coach's handbook: A guide to research-based practice (solving problems in teaching of literacy)*. Corwin Press.