Utah State Office of Education
Level II Reading Endorsement Course Framework

Requirement: **Instructional Leadership of Literacy Programs**
Revision Date: **2015**

The intent of this framework is (1) to ensure a level of consistency statewide among all institutions providing courses for the Reading Endorsement, and (2) to provide criteria for reviewing and approving coursework from out-of-state submitted to meet this requirement. This framework should be used as the basis for curricular and instructional planning for the required area named above.

Course Description

Major topics will include: providing intensive supplemental intervention for struggling readers and writers, working with peers and administrators, professional development, school/community relations, mentoring partnerships, ethics, change processes, student diversity, curriculum evaluation, development, and assessment. This course is required for the Level II Reading Endorsement.

Prerequisites*: Current teaching license; Level I Reading Endorsement; Currently working as a professional in education.*

ILA Standards for Reading Professionals (2010) to be addressed in this course

STANDARD 4: DIVERSITY
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

> Element 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

> Element 4.3 Develop and implement strategies to advocate for equity.

STANDARD 5: LITERATE ENVIRONMENT
Candidates 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.

> Element 5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

> Element 6.1 Demonstrate foundational knowledge of adult learning theories and related

research about organizational change, professional development, and school culture.

Element 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.

Element 6.4 Understand and influence local, state, or national policy decisions.

Participant Objectives

Participants will:

- Understand major theories and empirical research of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections to improving and differentiating all students' reading development and achievement (5.4).
- Use foundational knowledge to design, or implement an integrated, comprehensive, and balanced curriculum with instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity (4.2, 4.3).
- Develop and implement strategies to advocate for equity.
- Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs (6.1, 6.2)
- Understand and influence local, state, or national policy decisions (6.4).

Required Course Topics

1. Literacy Block Framework
   - Essential components
   - Standards-driven instruction vs. program-driven instruction
   - Whole group instruction—Tier I
   - Small group instruction—Tier I
   - Additional Instruction—Tier II & III
2. Evaluating programs and instructional approaches
   - Adoption process
   - Review processes and evaluation of literacy programs and approaches
3. Curriculum Development
   - Backwards design
   - Design and evaluation of curriculum materials
     i. Coverage and pacing of curriculum
     ii. Curriculum mapping
     iii. Utah Core Standards
4. Various roles of instructional leaders, coaches, reading specialists, administrators
5. Adult learners
   - Adult learning theory
   - Strategies for working with adults
6. Coordination and collaboration with various stakeholders (Title I, ELS, special education, gifted)

7. Professional development
- Research on professional learning and design
- Technology related to providing professional learning (e.g., PowerPoint, webinars)
- Organizing a professional learning session
- Presentation skills

Suggested Assignments
This suggested assignments section is provided to give instructors a sense of the type, length, and depth of assignments appropriate for this class and is not to be viewed as a required list or as a complete list of assignments.

Select an area of literacy instruction that would benefit the teachers in your school. Develop a staff development plan including needs assessment, speakers, schedule of presentations, implementation plan, budget, and an in-service evaluation plan. Plan how to support teachers through coaching based on the staff development topic or focus.

Examine one or more commercial instructional products (basal program, phonics kit, computer program) and write a review of the program's strengths and weaknesses. Prepare a recommendation of the program for your colleagues. Search for an appropriate rubric for evaluating the program, justify your use of that rubric, and use the rubric as you evaluate the program.

Write about what you think the role of a literacy instructional leader is at the beginning of the course. At the end of the course, reread what you wrote and write about the changes you have made in your thinking.

Spend time observing in other classrooms in different grade levels (primary grades go to intermediate, intermediate grades go to primary) and talk to teachers you observe about their literacy instructional block. Develop an overall picture of what the literacy block looks like in your school and write a report.

If your school has a Professional Learning Community (PLC), provide your group with an article based on your understanding of your PLC's needs. Lead your group discussing the article and how it may be relevant to their teaching. Reflect in writing on your experience.

In small groups of students, gather information about the literacy program in a different district. Describe the framework for the literacy program, K-12. Conduct an interview with a literacy leader at the district level (coordinator, coach, etc.). Write a report that describes the literacy efforts in that district.

The purpose of this project is to provide application of the theories of instructional leadership in literacy instruction. This is an individual project of your choice but it must pertain to the areas of discussion in the class. Some suggestions may include:

   * Develop an effective professional development plan for your school or district that includes

the components discussed in class. Prepare a proposal for its implementation.
* Identify potential funding sources and outline a grant that could support literacy instruction.
* Develop a parent, school, community evidence-based support program to enhance student interest and achievement in reading.

Core Text

Wepner, S.B., Strickland, D.S., & Feeley, J. T. (2013). *The administration and supervision of reading programs* (5th Ed.). New York: Teachers College Press.

Suggested Resources

Bean, R. M. (2009). *Reading Specialist: Leadership for the Classroom, School, and Community*. Guilford Press.

DuFour, R., & DuFour, R. B. (2012). *Essentials for Principals: The School Leader's Guide to Professional Learning Communities at Work*. Solution Tree Press.

Garmston, R. J., & Zimmerman, D. P. (2013). *Lemons to lemonade: Resolving problems in meetings, workshops, and PLCs*. Corwin Press.

Hinchman, K. A., & Goatley, V. J. (2012). Leading Literacy Programs That Foster Excellence in All Students. *What Every Principal Needs to Know to Create Equitable and Excellent Schools*, 13.

Lassonde, C. & Tucker, K. (2013). The literacy leadership handbook: Best practices in developing professional learning communities. Pearson.

NTCE & IRA. Literacy Coaching Clearinghouse. http://ncte.connectedcommunity.org/LCC/home/

Robb, L. (2000). *Redefining staff development: A collaborative model for teachers and administrators.* Portsmouth, NH: Heinemann.

Theories and Practices in Supervision and Curriculum. Journal published by the UASCD, May, 2002, V. XIII.

Vogt, M. E., & Shearer, B. A. (2010). *Reading specialists and literacy coaches in the real world* (3rd Ed.). Boston, MA: Allyn and Bacon.

Marzano PLC Text
https://public.rcas.org/administration/SD/Professional%20Learning%20Communities/2012-2013/PLC%20Implementation%20Appendixes/Building%20Collective%20Capacity%20-%20DuFour%20and%20Marzano%202011.pdf