FRESNO STATE

Kremen School of Education and Human Development

SYLLABUS FOR SUPERVISED FIELD EXPERIENCES IN READING (LEE 254)	
Fall 2013	California State University, Fresno
Course Information	Instructor Name
3 Units	Office Number
Time	E-Mail
Location	Telephone
Website: https://bbl-app.learn.fresnostate.edu	Office Hours

Introduction and Course Description

Catalog Description:

Intensive varied supervised field experiences in settings with reading specialists, consultants, or staff development personnel involving diagnosis and treatment of reading difficulties; development or refinement of reading programs; evaluation of reading instruction; application of interpersonal communications and group process skills.

Course Description:

This course is required for students who are completing the Reading & Literacy Leadership Specialist Credential. This course uses field-based experiences to understand the multiple roles, duties, and expectations of reading professionals across K-12 settings. Field experience will be arranged in conjunction with the Reading Coordinator and the School District. Students engage in the study of pedagogy and leadership, with an emphasis on ways to work with teachers through collaborative, job-embedded professional development to facilitate educational reform and improve literacy assessment and instruction.

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Prerequisites

Prerequisites include LEE 224, LEE 244, and permission of instructor.

Required Textbooks and Materials

Vogt, M., & Shearer, B. (2007). *Reading specialists and literacy coaches in the "real" world (3rd ed.).* NewYork: Pearson.

Course Goals and Primary Learning Outcomes

Course Goals:

The goal of this course is to provide field experiences that prepare students to be knowledgeable and effective literacy leaders who possess the capabilities to mentor colleagues in effective literacy instruction, evaluate literacy programs, and promote school/district-wide practices that positively impact the literacy learning of all students.

To achieve these goals, students will learn how to:

1. Assist teachers in selecting and using various instructional groupings, instructional practices, and curriculum materials to address particular student literacy needs;
2. Demonstrate the use of various instructional groupings, instructional practices, and curriculum materials to address particular student literacy needs;
3. Assist teachers in selecting, administering, and interpreting assessment tools, and using results to inform their instructional decision-making processes;
4. Collect, analyze, and use school-wide data to evaluate, design and modify school literacy programs;
5. Collect, analyze, and aggregate assessment data to present to parents, teachers, and administrators for accountability and instructional purposes; and
6. Use systematic documentation to reflect on roles as coach, teacher, and facilitator, connecting experiences to theoretical foundations of reading/language arts, teaching practices reflective of these theoretical foundations, contemporary schooling policies, and the characteristics of learners and use this information for planned professional growth.

Primary Learning Outcomes:

Students will be able to:

1. Demonstrate effective collegial mentoring in literacy instruction through peer coaching sessions that involve observation, feedback, and guidance regarding teachers' instructional practices.
2. Evaluate school-wide and/or district-wide literacy program initiatives and use principles of adult learning theory to design, implement, and evaluate professional development activities

Examinations and Major Assignments

Assignment and Examination Schedule

Date	Assignment	Points	Percentage of Grade
	Coaching Session/Reflections	100	25%
	Coaching Presentations	100	25%
	Discussion Forums	100	25%
	Program Evaluation Report	100	25%

Coaching Reflections (100 points)

A major course requirement is active participation through discussion board posts. When assigned, students are expected to make at least 3 posts about discussion questions posed, at least 2 must respond to classmate postings. This assignment is to help each other better understand how to think, work, and communicate in our roles as coaches while applying adult learning theory. When assigned, students are expected to record ideas, thoughts, language, and connections as they work to make sense of the roles and responsibilities of the literacy coach. The final entry will be a summative reflection of these experiences across the semester, analyzing important shifts in thinking and acting as a coach that occurred during the course, aspects of adult learning theory that were applied in their coaching sessions and how effective those were, and future goals and expectations. (See rubric)

Coaching Sessions/Presentations (200 points)

Students will select a professional colleague to collaborate with in 3 peer coaching cycles. Each cycle will consist of 3 phases: a) pre-consultation; b) observation and/or modeling of lessons; and c) a debriefing consultation. ALL sessions must be recorded (video or audio). 2 sessions will be presented to the class; the third will only be for the professor. Each student will present their video and lead a discussion of the coaching experience and process. The presentation should discuss lessons learned about coaching, and drawing from adult learning theory, identify critical insights about growth and future goals. Questions and issues may be posed to the audience to stimulate discussion. (See rubric)

Program Evaluation Report (100 points)

Students will use tools and guidelines from course texts and seminars to construct an evaluation report of their school site's literacy program. Reports will document the strength, weakness, and recommendations for the literacy program and future professional development. (See rubric)

Grading

Grades, including a running total, will be posted on Blackboard so you can monitor your progress. Final grades will be determined according to the following scale: 90% (360 points) or better = A, 80-89% (320-359 points) = B, 70-79% (280-319 points) = C, 60-69% (240-279 points) = D, 59% (239 points) or below = F.
 (See the rubrics in the syllabus for further clarification on grading)

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues

Work Submission Policy: All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or .rtf files for the work to be accepted. It is the student's responsibility to verify the submission of any document via Blackboard by clicking on the "!" symbol or "View/Complete Assignment" link in the grade book to ensure that the correct document was submitted. Late assignments may not be accepted. I encourage students to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies.

Study Expectations: In this hybrid course you will be provided opportunities to interact with others both in class and via Internet technology (i.e., *Blackboard, Collaborate, Discussion Forums, Videos, VoiceThread, and Podcasts*). As a hybrid course, some assignments will require participation in class sessions, and other modules will require students to work outside of the classroom. You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements and the Blackboard web site at least 3 times a week.

University Policies

For information on the University's Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright, and the university computer requirement, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations) at the following link:

http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.fresnostate.edu/adminserv/technology/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Tentative Course Schedule

Tentative Course Schedule

Date	Topic	Assignment
1	**Course Orientation**	**Read Syllabus**
2	Qualities of Effective Coaches	Module 1; Discussion Board
3	Needs Assessments- Observing Classrooms	Module 2
4	Elementary/Secondary Literacy Program Evaluations	Module 3
5	Secondary Program Evaluations	Module 3
6	**Field Work**	**Work on Program Evaluations and Coaching Sessions**
7	**Field Work**	**Work on Program Evaluations and Coaching Sessions**
8	Navigating Coaching Challenges Evaluation Report Workshop	Module 4; Discussion Board Coaching Presentations **Bring Evaluation DATA**
9	**Field Work**	**Work on Program Evaluations and Coaching Sessions**
10	Interventions; Differentiated Instruction	Module 5; Discussion Board **Work on Program Evaluations and Coaching Sessions**
11	Knowledge of Standards & Students Evaluation Report Workshop	Module 6 **Bring Evaluation DATA** Coaching Presentations
12	Professional Development & **Adult Learning Theory**	Module **7;** Discussion Board **Work on Program Evaluations and Coaching Sessions**
13	**Field Work**	**Work on Program Evaluations and Coaching Sessions**
14	**Evaluation Report Workshop**	Coaching Presentations; Bring Evaluation Data
15	**Coaching Presentations Program Evaluation Report Workshop**	Final Survey Final Coach Reflection DUE Coaching Presentations

Rubrics

Coaching Presentations Rubric

LEE 254 COACHING PRESENTATION RUBRIC			
	EXCELLENT 5	FAIR 3	POOR 1
Video Content Weight x 3	Video includes all 3 phases of the coaching process. Video is high quality and easy for audience to hear and view. Video is 10-15 minutes in length.	Video includes 2 phases of the coaching process. Video is of adequate quality for audience to hear and view. Video is 10-15 minutes in length.	Video includes only 1 phase of coaching process. Video is of low quality and detracts from audience engagement. Video length does not meet requirement.
Presentation Weight x2	The student presents the information clearly and displays a complete understanding of their information. Audience is effectively engaged in discussion.	The student presents the information fairly clearly and displays a reasonable understanding of their information. Audience is somewhat engaged in discussion.	The information is not clearly presented. Gaps and lack of focus demonstrate lack of preparation.
Reflective Analysis Weight x5	Presentation clearly highlights key events to share with audience. Analysis includes lessons learned about coaching and identifies critical insights about growth and future goals.	Presentation highlights several events to share with audience. Analysis includes lessons learned about coaching but needs elaboration about growth and future goals.	Presentation includes few events to share with audience. Analysis does not include lessons learned about coaching or insights about growth and future goals.

Coach Reflections/Discussion Board Rubric

During the semester, students will have substantive conversations with other students via Discussion Board posts. Each assignment will be assessed on the following rubric. Students are required to: 1. Read assignments and complete modules. 2. Respond with a paragraph or two relating your connections and critiques of the materials/methods presented. 3. React to what your classmates wrote with a paragraph or two relating how your thoughts mesh or contradict their ideas. Discussion at a critical level means discussing things such as your opinion of the point mentioned, why you hold that opinion, what you see wrong with the point mentioned, how you see the point consistent/inconsistent with what you have learned so far, and implications for the future. *Do not just summarize what the material states*.

LEE 254 DISCUSSION BOARD RUBRIC			
	Exceeds 3 pts **Effort at this level is greater than expected**	Meets Expectations 2 pts **Effort at this level represents what is expected**	Below 1 pts **Effort at this level is less than expected**
Critical Thinking	**Posts show deep insight and analysis. Personal opinion is expressed clearly and fully developed. Poses questions or ideas to promote further discussion.**	**Posts are simple but show some insight and analysis. Personal opinion is expressed but lacks elaboration and detail. Offers some new thinking.**	**Posts lack insight and analysis. Simply rehashes or summarizes others' posts. Does not express opinion clearly. Posts do not inspire further thinking.**
Connections	**Clear connections are made through specific reference to course materials (websites, articles, texts). Specific examples are used to connect concepts to personal experiences.**	**Connections to course materials and/or personal experiences Are not specific or lack elaboration and detail.**	**Connections are vague and do not address both course materials and personal experiences.**
Replies Must reply to 2 colleagues receive any credit	**Replies show insight, depth and understanding. They connect with the original post and add to that post by including references to supporting material (e.g., URLs, files). Personal opinion is appropriately expressed and clearly related to the original post. Thoughtful questions were posed to further discussion of the topic.**	**Replies are rather simple but show some insight, depth, or connection to original post. Some material may be irrelevant, but personal opinion is expressed. Questions were posed to further discussion of the topic**	**Simple replies that lack insight, depth, or are superficial. Entries tend to be short and frequently irrelevant to original post. Does not express opinion clearly. No questions were posed to further discussion of the topic.**
Timeliness of Posts **1….10**	**Original post and all replies should be posted at least 24 hours prior to the due date to allow for others to read, analyze and post responses and to promote deeper thinking and promote further dialogue.**		
			Total ---/20

Evaluation Report Rubric

LEE 254 PROGRAM EVALUATION REPORT RUBRIC			
Components	Excellent 5 pts	Fair 3 pts	Poor 1 pts
RTI (Interventions)/ Assessment Practices			
Tiers How many levels? What are they like? When? Who teaches?	All levels of interventions listed and thoroughly described. Includes program names, materials, schedules, grouping, and instructor qualifications.	All levels of interventions listed, and most thoroughly described (classroom/ pull-out). Description may not include all key elements.	Few levels of interventions are listed and description lacks many of the key components.
Assessment What tools? How administered? How analyzed? What purpose?	3 tools used to measure student learning in various grade levels are presented and thoroughly described. Includes how tools are used for placement, monitoring, and transition out of programs.	2-3 tools are listed, and most are thoroughly described. Description may not include all key elements: placement, monitoring, transition.	Few tools are listed and descriptions lack many of the key components.
Achievement Data	Data from at least 3 tools used to measure student learning in various grade levels are presented and results are clearly and accurately interpreted.	Data from at least 2 tools used to measure student learning in various grade levels are presented, but results may be unclearly or inaccurately interpreted.	Data from only 1 tool are presented, and results may be unclearly or inaccurately interpreted.
RTI Analysis	Clearly written and accurately reflects data provided. Thoroughly synthesizes strengths and weaknesses of all components. Supported by at least 2 APA cited references to current research.	Analysis is clearly written and accurately reflects data provided. Strengths/weaknesses are not clearly synthesized across all components. Analysis is supported by at least 1 APA cited reference to current research.	Not clearly written; does not accurately reflect data provided. Strengths/weaknesses not clearly synthesized across all components. No references to current research.
Literacy Instruction			
Activities/Groups (e.g., teacher read aloud, small group, whole class)	Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Types and frequency of instructional activities and grouping structures are clearly described.	Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Types and frequency of instructional activities and grouping structures are vaguely described.	Report does not include both Quantitative and Qualitative data. Types and frequency of instructional activities and grouping structures are vaguely described.
Reading Components	Quantitative and Qualitative data are	Quantitative and Qualitative data are	Does not include both Quantitative

(e.g., Vocabulary comprehension, phonics)	presented. Types and frequency of reading areas taught are clearly described.	presented from interviews, observations and surveys across grade levels. Types and frequency of reading areas taught are vaguely described.	and Qualitative data. Types and frequency of reading areas taught are vaguely described.
Writing Skills (Process, Components)	**Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Types and frequency of writing instruction are clearly described.**	**Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Types and frequency of writing instruction are vaguely described.**	**Report does not include both Quantitative and Qualitative data. Types and frequency of writing instruction are vaguely described.**
Instruction Analysis	**Clearly written and accurately reflects data provided. Thoroughly synthesizes the strengths/weaknesses of all components. Analysis is supported by at least 2 APA cited references to current research.**	**Analysis is clearly written and accurately reflects data provided. Strengths/weaknesses are not clearly synthesized across all components. Analysis is supported by at least 1 APA cited reference to current research.**	**Not clearly written; does not accurately reflect data provided. Strengths/weakness es not synthesized across all components. No references to current research.**
Instructional Materials			
Use of Materials (texts, books, workbooks, videos, websites)	**Quantitative and Qualitative data are presented. Types and frequency of use of instructional materials clearly described. Includes: type of material, genre, use/purpose.**	**Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Description lacks key components: type of material, genre, use/purpose.**	**Does not include both Quantitative and Qualitative data. Description lacks components: type of material, genre and use/purpose.**
Technology Resources	**Quantitative and Qualitative data are presented. Types and frequency of use of instructional technology are clearly described. Description includes type of material, genre and use/purpose.**	**Quantitative and Qualitative data are presented from interviews, observations and surveys across grade levels. Types and frequency of use of instructional technology are described. Description may lack key components: type of material, genre and use/purpose.**	**Does not include both Quantitative and Qualitative data. Types and frequency of use of instructional technology are vaguely described, Description lacks key components: type of material, genre and use/purpose.**
Materials Analysis	**Analysis is clearly written and accurately reflects data provided. Analysis thoroughly synthesizes the strengths/weaknesses of this area and is**	**Analysis is clearly written and accurately reflects data provided. Strengths/weaknesses are not clearly synthesized across all components. Analysis is supported by at**	**Not clearly written; does not accurately reflect data provided. Strengths/weakness es not identified. Not supported by**

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	supported by at least 2 APA cited references to current research.	least 1 APA cited reference to current research.	references to current research.
Recommendations Weighted x4			
Program Elements	**Succinct and precise summary synthesizes information from report to clearly identify areas of strength and need. Conclusions are strongly supported by evidence in the report and recommendations for refinements are supported by at least 4 research references.**	**Summary synthesizes most information from report to identify most areas of strength and need. Some conclusions are not supported by evidence in the report and recommendations for refinements are supported by less than 4 research references.**	**Synthesis of information to identify areas of strength and need is lacking. Conclusions not supported by evidence in report, recommendations are supported by less than 4 research references.**
Professional Development	**Clearly identifies areas of need for future PD. Content of PD is strongly supported by evidence in the report and formats for PD are supported by at least 4 research references from PD literature and Adult Learning Theory literature.**	**Report identifies most areas of need for future professional development. Some content of PD is not supported by evidence in the report and recommended processes/formats for PD are supported by less than 4 research references from PD literature and Adult Learning Theory literature.**	**Report does not identify need for future professional development. Many PD recommendations not supported by report or 4 research references from PD literature and Adult Learning Theory literature.**
Format/Writing Conventions			
Writing Mechanics	**Excellent scholarly writing. Organization is logical. Report is carefully written and edited, free of serious grammar, syntax, spelling and punctuation errors.**	**Organization is adequate but at times difficult to follow. Report shows some signs of editing, but needs more care to address grammar, syntax, spelling and punctuation errors.**	**Report is disorganized and difficult to follow. Report contains serious grammar, syntax, spelling and punctuation errors.**
APA Requirements	**All citations provided in body of text and reference section Accurately adheres to APA style in formatting, organization, and construction.**	**Minor errors in formatting of the citations**	**The paper does not follow APA guidelines for in text citations or references**