I. Course Description

A supervised experience in various approaches to leadership, professional development, mentoring, action research, and change facilitation.

Course Justification

This three-credit hour online graduate course contains 15 weeks of instruction plus a week for the final examination. The course uses the Texas Reading Specialist educator standards, all relevant Texas Essential Knowledge and Skills (TEKS), and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals as its curricular basis. Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities. An extensive amount of scientifically-based readings are included within and outside the course in order to ensure candidate effectiveness. Each week, candidates have opportunities to interact with the content through discussions, assignments, team projects, quizzes, checklists, videos, and/or readings. A minimum of six hours of outside reading.
research, application, and reflection is expected of candidates each week in order to gain the requisite knowledge, skills, and dispositions expected of beginning reading specialists.

### Perkins College of Education (PCOE) Diversity Statement

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

### II. Intended Learning Outcomes/Goals/Objectives

RDG 504 will touch on the following Core Values of the Perkins College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values.

### Program Learning Objectives (PLOs)

Crosswalk Comparison

- **Texas Educators Approved Standards**
- **International Literacy Association (ILA) Standards**
- **Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs**

<table>
<thead>
<tr>
<th>Texas Reading Specialist</th>
<th>International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard I: Components of Reading Standard IV: Professional Knowledge and Leadership</td>
<td>Standard 1: Foundational Knowledge Standard 2: Curriculum and Instruction Standard 4: Diversity &amp; Equity</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
</tr>
</tbody>
</table>

**RDG 504**

2
RDG 504 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12 (*TX Standard I*). Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; demonstrate knowledge base for effective schoolwide professional learning; demonstrate knowledge of implementing and evaluating schoolwide literacy programs; demonstrate understanding of the integral role of the literacy coach (*ILA Standard 1*).

- **PLO 2:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (*TX Standard II*). Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders (*ILA Standard 3*).

- **PLO 3:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (*TX Standard IV*). Candidates continually model how adults learn and develop within school systems; design and lead professional learning experiences; use coaching tools and processes to support individual and groups of teachers; critically analyze and synthesize research, policy, and promising practices (*ILA Standard 6*).

### Student Learning Outcomes (SLOs)

RDG 504 assesses the following Texas Reading Specialist Standard’s Knowledge and Skills:

- 1.51s, 2.13k, 2.19k, 4.1k, 4.2k, 4.3, 4.4k, 4.5k, 4.1s, 4.6k, 4.9k, 4.10k, 4.11s, 4.17s
RDG 503 assesses the following components for the Preparation of Literacy Professionals 2017 from the International Literacy Association (ILA): 1.4, 1.3, 6.1, 6.3, 6.4

III. Course Assignments, Activities, Instructional Strategies, use of Technology

D2L/BRIGHTSPACE Support -
- For D2L/BRIGHTSPACE technical support, contact student support in the Office of Instructional Technology (OIT) or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L/BRIGHTSPACE), contact the Technical Support Center (TSC) at 936-468-HELP (4357).
- To learn more about using D2L/BRIGHTSPACE, visit SFA ONLINE at, where you'll find written instructions and video tutorials.

Readings/Assessments/Assignments to Complete - Readings are already in D2L/BRIGHTSPACE. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

ASSIGNMENTS TO BE SUBMITTED IN DROPBOX: (72 points)
- Becoming a Literacy Leader (9 points) You will synthesize about how you will stay abreast of current reading issues through professional organizations.
- Professional Organization Flyer (9 points) After researching state level organizations, you will create a flyer to advertise the benefits of one of them.
- Leading Authorities (9 points) Leading Authorities in education will be researched and their work and education advocacy will be synthesized.
- Best Lesson So Far (9 points) You will write a reflective paper about the best advice you have been given in terms of teaching.
- Quality Instruction (9 points) What constitutes quality instruction in terms of the current research?
- A Plan for Coaching (9 points) You will design a plan for coaching a veteran teacher.
- School Design (9 points) Instructional practices will be analyzed with a rationale for school design based on best practices.
- BIG Ideas (9 points) A professional, persuasive argument will be advocating for major overhauls to the educational system.

QUIZZES/DISCUSIONS: (28 points)
- Quiz – Syllabus (2 points)
- Discussion – Introductions (4 points)
- Quiz - Professional Organizations (10 point)
- Discussion – Gaining Knowledge (4 points)
- Discussion – Instructional Planning (4 points)
- Discussion – Outdated Literacy Practices (4 points)
IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
</tr>
</tbody>
</table>

Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).

V. Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read Getting Started module&lt;br&gt;Read over Syllabus &amp; print out Timeline&lt;br&gt;Quiz: Syllabus&lt;br&gt;Discussion: Introductions&lt;br&gt;Read through Writing Expectations module&lt;br&gt;Read through Reading Specialist (RS) Resources module&lt;br&gt;Quizzes: Practice TExES – you may practice all semester</td>
<td>Getting Started Writing Expectations Reading Specialist (RS) Resources</td>
</tr>
<tr>
<td>2</td>
<td><em>MONDAY, JANUARY 20th IS A HOLIDAY FOR SFA</em>&lt;br&gt;Read through Effective Reading Instruction module&lt;br&gt;Dropbox: Becoming a Literacy Leader</td>
<td>Effective Instruction</td>
</tr>
<tr>
<td>3</td>
<td>Read through Professional Organizations module&lt;br&gt;Quiz: State Organizations</td>
<td>Professional Organizations</td>
</tr>
<tr>
<td>4</td>
<td>Read through Professional Organizations module&lt;br&gt;Dropbox: Professional Organization Flyer</td>
<td>Professional Organizations</td>
</tr>
<tr>
<td>5</td>
<td>Read through Leading Authorities module&lt;br&gt;Dropbox: Leading Authorities</td>
<td>Leading Authorities</td>
</tr>
<tr>
<td>6</td>
<td>Read through Reflective Practices module&lt;br&gt;Discussion: Gaining Knowledge</td>
<td>Reflective Practices</td>
</tr>
<tr>
<td>7</td>
<td><em>SUNDAY, MARCH 8th IS DAYLIGHT SAVINGS TIME – SPRING BACK!</em>&lt;br&gt;Dropbox: Best Lesson So Far</td>
<td>Reflective Practices</td>
</tr>
<tr>
<td>8</td>
<td>SPRING BREAK – Have fun!! Relax!! Read a great book!! 😊</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Read through the Literacy Resources module&lt;br&gt;Discussion: Instructional Planning</td>
<td>Literacy Resources</td>
</tr>
<tr>
<td>10</td>
<td>Dropbox: Quality Instruction</td>
<td>Literacy Resources</td>
</tr>
<tr>
<td>11</td>
<td>Read through the Theory into Practice module&lt;br&gt;Discussion: Outdated Literacy Practices</td>
<td>Theory into Practice</td>
</tr>
</tbody>
</table>
### Week 12

**EASTER HOLIDAY!! ASK THE EASTER BUNNY FOR BOOKS!! EAT CHOCOLATE!**

SFA Holiday for Students Thursday 9th and Friday 10th

*SUNDAY, APRIL 12th IS EASTER SUNDAY*

### Week 13

- Dropbox: A Plan for Coaching
- Continue taking practice TExES quizzes

### Week 14

- Read through Instructional Improvement module
- Dropbox: School Design

### Week 15

- Dropbox: BIG Ideas – you have TWO weeks to do this because it is a professional, persuasive presentation

### Week 16

- Dropbox: BIG Ideas
- Go back and practice taking the RS Practice TExES exams

---

**VI. Required Textbooks:**

No textbook for classroom use is required. All readings are provided within D2L/BRIGHTSPACE.

**Research-Based Principles:**

The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings as you move through the program.

**JOURNALS/PERIODICALS**

- *Journal of Adolescent & Adult Literacy*, International Literacy Association
- *Literacy Today*, International Literacy Association
- *Reading Research Quarterly*, International Literacy Association
- *The Reading Teacher*, International Literacy Association

**OTHER RESOURCES**


Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Class Attendance and Excused Absence Policy 6.7:**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
**Academic Accommodation for Students with Disabilities 6.1, 6.6:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 / 936-468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

**Student Academic Dishonesty 4.1:**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades 5.5:**

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms
the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct Policy 10.4:**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. For information regarding the iCare program call the office at 936-468-2703.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to §TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

**Texas Certification/Licensing:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found on TEA’s website.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. Additional information available. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936.468.1282 or edprep@sfasu.edu