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SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: EDUCATION

Date Submitted: 11/20/2015

1b. Department/Division: Education Curriculum &amp; Instr

1c. Contact Person

Name: Judy Embry

Email: jembry@uky.edu

Phone: 257-7859

Responsible Faculty ID (if different from Contact)

Name: Susan Cantrell

Email: susan.canrell@uky.edu

Phone: 257-6731

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**2a. Will this course also be offered through Distance Learning?: Yes <sup>4</sup>

2b. Prefix and Number: EDC 629

2c. Full Title: Leadership Practicum for Teacher Leaders, Advanced

2d. Transcript Title: Adv Leadrship Practicum for Tchr Leaders

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

DISCUSSION: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

**2j. Course Description for Bulletin:** Careful attention to implementation is critical for a successful intervention. Reading Recovery has well-developed, context-sensitive and evolving mechanisms for ensuring quality implementation. Teacher leaders play a critical role in maintaining the quality of each implementation. In order to provide effective leadership, teacher leaders must be knowledgeable about the design principles of the intervention and skillful in problem solving issues that arise. Teacher leaders collect and analyze data to evaluate and strengthen the implementation of Reading Recovery. They create awareness, work collaboratively with stakeholders, and cultivate support for Reading Recovery at the building, district, site, and state levels.

**2k. Prerequisites, if any:** Applied for and been accepted to a Reading Recovery position in a school district. EDC 502, EDC 503, EDC 622, EDC 623, EDC 624, EDC 627, EDC 628

**2l. Supplementary Teaching Component:**

3. Will this course taught off campus? Yes

If YES, enter the off campus address: various school district training sites across the state (varies from year to year)

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 8

**7. Anticipated Student Demand**

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

**9. Course Relationship to Program(s).**

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

**10. Information to be Placed on Syllabus.**

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name: Melinda Harmon

Instructor Email: lindy.harmon@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

**1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?** Yes, the course syllabus conforms to University Senate Guidelines, specifically the Distance Learning Considerations. This course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will be available via email, phone, and online conferencing for consultation with students outside of class meeting times.

**2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.** Students will engage in similar readings, research investigations, and discussions (through CANVAS and Adobe Connect) that they would experience in a classroom-based setting. Classroom goals and assessments will be similar.

**3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.** The integrity of student work is ensured by having a password-protected CANVAS site for the course. No exams are given. All written work is submitted to the instructor for grading. The academic offense policy is stated in the syllabus.

**4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?** No.

If yes, which percentage, and which program(s)? N/A

**5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?** Information about student services as well as information for students with special needs (e.g. religious absences, etc.) is also included in the syllabus.

**6. How do course requirements ensure that students make appropriate use of learning resources?** Links to course readings and online research activities are provided in the course CANVAS shell. Modules for each week will be posted in the course shell.

**7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.** Access to laboratories and equipment is not needed for this course.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Technological requirements, technological assistance information, and Technology Customer Service Center information is listed at the beginning of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Melinda Harmon

SIGNATURE|MYRT|Martha L Geoghegan|EDC 629 NEW College Review|20160303

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDC 629 NEW Graduate Council Review|20160322

## New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

## Attachments:

[Browse...](#)

Upload File

	ID	Attachment
Delete	6088	EDC 629-001-Spring-Leadership.docx
Delete	6479	EDC 629-001-Spring- REVISFD.pdf

First 1 Last

(\*denotes required fields)

## 1. General Information

a. \* Submitted by the College of:  Submission Date: 11/20/2015

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact)  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year

e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

a. \* Will this course also be offered through Distance Learning?  Yes  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

<input type="text" value="1"/> Lecture	<input type="text"/> Laboratory <sup>4</sup>	<input type="text"/> Recitation	<input type="text" value="2"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. \* Identify a grading system:

- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

J. \* Course Description for Bulletin:

Careful attention to implementation is critical for a successful intervention. Reading Recovery has well-developed, context-sensitive and evolving mechanisms for ensuring quality implementation. Teacher leaders play a critical role in maintaining the quality of each implementation. In order to provide effective leadership, teacher leaders must be knowledgeable about the design principles of the intervention and skillful in problem solving issues that arise. Teacher leaders collect and analyze data to evaluate and strengthen the implementation of Reading Recovery. They create awareness, work collaboratively with stakeholders, and cultivate support for Reading Recovery at the building, district, site, and state levels.

k. Prerequisites, if any:

Applied for and been accepted to a Reading Recovery position in a school district.  
EDC 502, EDC 503, EDC 622, EDC 623, EDC 624, EDC 627, EDC 628

i. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: Various school district training sites across the state (varies from year to year)

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 8

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

8. \* Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	EDC 629	Date:	9/21/2015
Instructor Name:	Melinda Harmon	Instructor Email:	lindy.harmon@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/>			

#### Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?  
Yes, the course syllabus conforms to University Senate Guidelines, specifically the Distance Learning Considerations. This course will be offered synchronously online through Adobe Connect or a similar platform. The
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.  
Students will engage in similar readings, research investigations, and discussions (through CANVAS and Adobe Connect) that they would experience in a classroom-based setting. Classroom goals and assessments will be similar.
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.  
The integrity of student work is ensured by having a password-protected CANVAS site for the course. No exams are given. All written work is submitted to the instructor for grading. The academic offense policy is stated in the
- Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via any of the methods defined above?  
No.  
Which percentage, and which program(s)?  
N/A  
\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Information about student services as well as information for students with special needs (e.g. religious absences, etc.) is also included in the syllabus.

#### Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?  
Links to course readings and online research activities are provided in the course CANVAS shell. Modules for each week will be posted in the course shell.
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  
Access to laboratories and equipment is not needed for this course.

#### Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?  
Technological requirements, technological assistance information, and Technology Customer Service Center information is listed at the beginning of the syllabus.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?  
 Yes  
 No  
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.  
N/A
- Does the syllabus contain all the required components, below?  Yes
  - Instructor's virtual office hours, if any.
  - The technological requirements for the course.
  - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
  - Procedure for resolving technical complaints.
  - Preferred method for reaching instructor, e.g. email, phone, text message.
  - Maximum timeframe for responding to student communications.
  - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Melinda Harmon

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- ⓘ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ⓘ The chair of the cross-listing department must sign off on the Signature Routing Log.
- ⓘ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Lab meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ⓘ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ⓘ In order to change a program, a program change form must also be submitted.

Rev 8/09



University of Kentucky  
Course Syllabus for EDC 629-001  
Leadership Practicum for Teacher Leaders, Advanced  
Spring, 2016  
Tuesday, 1:00 p.m. – 3:30 p.m.  
3 Credit Hours  
Dickey Hall, Room 323

**Instructor**

Dr. Melinda 'Lindy' Harmon  
Reading Recovery University Trainer  
Room 316, Dickey Hall  
Office hours: Available upon request  
859-257-7859 (w)  
859-533-2860 (c)  
[lindy.harmon@uky.edu](mailto:lindy.harmon@uky.edu)

**Technological Requirements**

Computer with internet access, webcam, and microphone or access to UK computer facilities.

**Course website**

Canvas : <https://www.uky.edu/canvas/>

**Preferred method for contacting instructor**

Email or Phone

**Technological Assistance**

Contact Information Technology Customer Service Center <http://www.uky.edu/UKIT> or  
859-257-1300

**Distance Learning Library Services**

**DL Librarian:** Cantagallo, Carla

Phone: (859) 218-1240

Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)

DL Interlibrary Loan Service: [http://libraries.uky.edu/page.php?lweb\\_id=253](http://libraries.uky.edu/page.php?lweb_id=253)

**Course Description**

Careful attention to implementation is critical for a successful intervention. Reading Recovery has well-developed, context-sensitive and evolving mechanisms for ensuring quality implementation. Teacher leaders play a critical role in maintaining the quality of each implementation. In order to provide effective leadership, teacher leaders must be knowledgeable about the design principles of the intervention and skillful in problem solving issues that arise. Teacher leaders collect and analyze data to evaluate and strengthen the implementation of Reading Recovery. They create awareness, work

collaboratively with stakeholders, and cultivate support for Reading Recovery at the building, district, site, and state levels.

**Prerequisites:** EDC 502, EDC 503, EDC 622, EDC 623, EDC 624, EDC 627, EDC 628

### **UK College of Education Professional Themes**

This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

### **Course Content**

- The design principles of Reading Recovery
- Reading Recovery effectiveness: Evidence, challenges and responses
- Advocacy
- Establishing and maintaining a quality site
- Leadership and management of change
- Making a Case for Reading Recovery
- Key Principles of Leading Behind the Glass Lessons
- FIT/T Framework for Introducing Behind the Glass Lessons, Developing Cycles of Interactions/Chains of Reasoning, Generating Closing Summaries
- Frameworks for School Visits/Norms/Observational Notes

### **Course Learning Outcomes**

The Teacher Leaders-in-training will:

- Understand theoretical concepts related to the processes of change in school reform and how they apply to Reading Recovery.
- Become knowledgeable about the role of Teacher Leaders as change agents in educational settings, especially how effective Teacher Leaders bring about change in teacher performance.

- Understand the role of compelling data in the change process; know how to analyze data from Reading Recovery to problem solve and evaluate the implementation at the district, state and national levels.
- Articulate challenges to the implementation of Reading Recovery and locate responses to critics.
- Learn the basic components of the Teacher Leader role.
- Understand issues that affect the professional development of teachers.
- Develop skills, strategies, and resources for training and supervising Reading Recovery teachers.
- Develop skills, strategies and resources for leading behind the glass for teachers in training.
- Attend teacher in training classes and work with affiliated sites as outlined by the University of Kentucky Trainer.
- Write in-depth analyses of the behind the glass interactions between Teacher Leaders and teachers in training.

**Required Readings: (other books and articles as assigned)**

Askew, B. J., Fountas, I. C., Lyons, C.A., Pinnell, G.S. & Schmitt, M. C. (1998). *Reading Recovery review: Understandings outcomes & implications*. Columbus, OH: Reading Recovery Council of North America.

Clay, M. M. (1991). Reading Recovery surprises. In D.E. DeFord, C.A. Lyons, & G.S. Pinnell (Eds.), *Bridges to literacy: Learning from Reading Recovery* (57-76). Portsmouth, NH: Heinemann.

Clay, M. M. (1994). Reading Recovery: The wider implications of an educational innovation. Reprinted from A. Watson & A. Badenhop (Eds.), *Prevention of reading failure* (22 – 47). London: Ashton Scholastic. (Reprinted in *Literacy, Teaching and Learning*, 1994, 1(1), 121-143.)

Clay, M. M. (1997). International perspectives on the Reading Recovery program.

- In J. Flood, S.B. Heath, & D. Lapp (Eds.). *The handbook of research on teaching literacy through the communicative and visual arts* (655-667). Old Tappan, NJ: Simon and Schuster. (Reprinted in *The Journal of Reading Recovery*, 2007, 7 (1), 16-34.)
- Clay, M.M. (1982). *Observing young readers*. Portsmouth, NH: Heinemann.
- Clay, M.M. (2015). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Clay, M.M. (2015). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.
- Clay, M.M. (2013). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
- Clay, M.M. (2005). *Literacy lessons designed for individuals: Part one Why? When? And How?* Portsmouth, NH: Heinemann.
- Clay, M.M. (2005). *Literacy lessons designed for individuals: Part two teaching procedures*. Portsmouth, NH: Heinemann.
- Clay, M.M., Gill, M. Glynn, T., McNaughton, T. & Salmon, K. (2007). *Record of oral language: Observing changes in the acquisition of language structures* (2nd edition) Auckland, New Zealand: Heinemann.
- Schmitt, M. C., Askew, B. J., Fountas, I. C., Lyons, C. A., & Pinnell, G. S. (2005). *Changing futures: The influence of Reading Recovery in the United States*. Columbus, OH: Reading Recovery Council of North America.
- Watson, B. & Askew, B. (Eds.) (2009). *Boundless horizons: Marie Clay's search for the possible in children's literacy*. Auckland, NZ: Pearson Education.

**Additional Resources:**

- Teacher Leader Information Sheets (Auckland, NZ, National Reading Recovery, 2012).
- Teacher Guide Sheets (Auckland, NZ, National Reading Recovery, 2012).
- *Observing and supporting the learning of Reading Recovery teachers – Extra support for teachers having difficulty with Reading Recovery training.* (2010). North American Trainer Group Teaching and Professional Development Committee.
- *Providing on going professional support for Reading Recovery: A teacher leader resource paper.* (2010). North American Trainer Group Teaching and Professional Development Committee.
- *Site coordinator's guide revised.* (2006). Columbus, OH: Reading Recovery Council of North America.
- *Standards and guidelines for Reading Recovery in the United States, Fifth edition Revised edition.* (2012). Columbus, OH: Reading Recovery Council of North America.

**Additional Readings: (Other readings as assigned)**

- DeFord, D.E. Lyons, C.A. & Pinnell, G.S. (1991). *Bridges to literacy: Learning from Reading Recovery* (57-76). Portsmouth, NH: Heinemann.
- Lyons, C. A., Pinnell, G.S., & DeFord, D. E. (1993). *Partners in learning: Teachers and children in Reading Recovery.* NY: Teachers College Press.
- McGee, L. (2006). Research on Reading Recovery: What is the impact on early literacy research? *Literacy Teaching and Learning*, 10(2) 1-50.

Studebaker, M. (2007). How to use the What Works Clearinghouse report. *The Journal of Reading Recovery*, 6(2), 41.

Rogers, A. & Fried, M. (Spring, 2009). A design for action: Analyzing problems of implementation. *The Journal of Reading Recovery*. 8(2), 51-60.

Rodgers, A. & Rodgers, E. (2007). *The Effective Literacy Coach*. NY:Teachers College Press.

### **Summary Description of Course Assignments:**

1. Write an in-depth, self- analysis of leading a behind the glass session.
2. Shadow a Teacher Leader conducting a trained teacher visit, debrief, then conduct a teacher visit and receive feedback from the Teacher Leader. Write reflections on the experience.
3. Present an Implementation session using five years of compelling data collected from your site.

### **Course Policies**

#### **Submission of Assignments**

- All assignments must be typed or word processed.
- All assignments must be handed in on time or they will be penalized 10% for each day late.
- All assignments must be in APA style, 6th edition (which includes a cover page).

#### **Tentative Course Schedule**

A linear listing of topics, assignment due dates, and examination dates will be provided in the first class.

#### **Course Grading**

A = Superior work that meets all criteria and shows exceptional merit and creativity (90-100%)

B = Excellent work that meets all criteria and shows effort (80-89%)

C = Adequate work which meets all criteria (70-79%)

E = Poor work (69% and below)

**Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).**

#### **Final Exam Information**

See Summary Description of Course Assignments above. Date, time, and location to be announced.

### **Course Evaluation**

Grading for this course will be based on performance related to course requirements and all assignments on the syllabus for the semester. Performance will be considered on a continuum of understandings that takes place across time and on an individual basis. An important aspect of this course is ongoing communication with the UK trainer to request guidance and support as needed to achieve these requirements.

### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Rhonda Strouse at [strouse@pop.uky.edu](mailto:strouse@pop.uky.edu)

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that

you review this information as all ideas borrowed from others need to be properly credited.

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Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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**Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. The Middle Level Teacher Education Program is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Middle Level Teacher Education Program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Rintamaa if you have questions regarding this requirement.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Multidisciplinary Science Building, Suite 407, 257-2754, email address [DRC@uky.edu](mailto:DRC@uky.edu)) for coordination of campus disability services available to students with disabilities.

University of Kentucky  
Course Syllabus for EDC 629-001  
Leadership Practicum for Teacher Leaders, Advanced  
Spring, 2016  
Tuesday, 1:00 p.m. – 3:30 p.m.  
3 Credit Hours  
Dickey Hall, Room 323

**Instructor**

Dr. Melinda 'Lindy' Harmon  
Reading Recovery University Trainer  
Room 316, Dickey Hall  
Office hours: Available upon request  
859-257-7859 (w)  
859-533-2860 (c)  
[lindy.harmon@uky.edu](mailto:lindy.harmon@uky.edu)

**Technological Requirements**

Computer with internet access, webcam, and microphone or access to UK computer facilities.

**Course website**

Canvas : <https://www.uky.edu/canvas/>

**Preferred method for contacting instructor**

Email or Phone

**Technological Assistance**

Contact Information Technology Customer Service Center <http://www.uky.edu/UKIT> or 859-257-1300

**Distance Learning Library Services**

**DL Librarian:** Cantagallo, Carla

Phone: (859) 218-1240

Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)

DL Interlibrary Loan Service: [http://libraries.uky.edu/page.php?lweb\\_id=253](http://libraries.uky.edu/page.php?lweb_id=253)

**Course Description**

Careful attention to implementation is critical for a successful intervention. Reading Recovery has well-developed, context-sensitive and evolving mechanisms for ensuring quality implementation. Teacher leaders play a critical role in maintaining the quality of each implementation. In order to provide effective leadership, teacher leaders must be knowledgeable about the design principles of the intervention and skillful in problem solving issues that arise. Teacher leaders collect and analyze data to evaluate and strengthen the implementation of Reading Recovery. They create awareness, work

collaboratively with stakeholders, and cultivate support for Reading Recovery at the building, district, site, and state levels.

**Prerequisites:** EDC 502, EDC 503, EDC 622, EDC 623, EDC 624, EDC 627, EDC 628

### **UK College of Education Professional Themes**

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

### **Course Content**

- The design principles of Reading Recovery
- Reading Recovery effectiveness: Evidence, challenges and responses
- Advocacy
- Establishing and maintaining a quality site
- Leadership and management of change
- Making a Case for Reading Recovery
- Key Principles of Leading Behind the Glass Lessons
- FIT/T Framework for Introducing Behind the Glass Lessons, Developing Cycles of Interactions/Chains of Reasoning, Generating Closing Summaries
- Frameworks for School Visits/Norms/Observational Notes

### **Course Learning Outcomes**

The Teacher Leaders-in-training will:

- Understand theoretical concepts related to the processes of change in school reform and how they apply to Reading Recovery.
- Become knowledgeable about the role of Teacher Leaders as change agents in educational settings, especially how effective Teacher Leaders bring about change in teacher performance.

- Understand the role of compelling data in the change process; know how to analyze data from Reading Recovery to problem solve and evaluate the implementation at the district, state and national levels.
- Articulate challenges to the implementation of Reading Recovery and locate responses to critics.
- Learn the basic components of the Teacher Leader role.
- Understand issues that affect the professional development of teachers.
- Develop skills, strategies, and resources for training and supervising Reading Recovery teachers.
- Develop skills, strategies and resources for leading behind the glass for teachers in training.
- Attend teacher in training classes and work with affiliated sites as outlined by the University of Kentucky Trainer.
- Write in-depth analyses of the behind the glass interactions between Teacher Leaders and teachers in training.

**Required Readings: (other books and articles as assigned)**

Askew, B. J., Fountas, I. C., Lyons, C.A., Pinnell, G.S. & Schmitt, M. C. (1998). *Reading*

*Recovery review: Understandings outcomes & implications*. Columbus, OH:

Reading Recovery Council of North America.

Clay, M. M. (1991). Reading Recovery surprises. In D.E. DeFord, C.A. Lyons, & G.S.

Pinnell (Eds.), *Bridges to literacy: Learning from Reading Recovery* (57-76).

Portsmouth, NH: Heinemann.

Clay, M. M. (1994). Reading Recovery: The wider implications of an educational

innovation. Reprinted from A. Watson & A. Badenhop (Eds.), *Prevention of*

*reading failure* (22 – 47). London: Ashton Scholastic. (Reprinted in *Literacy,*

*Teaching and Learning*, 1994, 1(1), 121-143.)

Clay, M. M. (1997). International perspectives on the Reading Recovery program.

- In J. Flood, S.B. Heath, & D. Lapp (Eds.). *The handbook of research on teaching literacy through the communicative and visual arts* (655-667). Old Tappan, NJ: Simon and Schuster. (Reprinted in *The Journal of Reading Recovery*, 2007, 7 (1), 16-34.)
- Clay, M.M. (1982). *Observing young readers*. Portsmouth, NH: Heinemann.
- Clay, M.M. (2015). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Clay, M.M. (2015). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.
- Clay, M.M. (2013). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
- Clay, M.M. (2005). *Literacy lessons designed for individuals: Part one Why? When? And How?* Portsmouth, NH: Heinemann.
- Clay, M.M. (2005). *Literacy lessons designed for individuals: Part two teaching procedures*. Portsmouth, NH: Heinemann.
- Clay, M.M., Gill, M. Glynn, T., McNaughton, T. & Salmon, K. (2007). *Record of oral language: Observing changes in the acquisition of language structures* (2nd edition) Auckland, New Zealand: Heinemann.
- Schmitt, M. C., Askew, B. J., Fountas, I. C., Lyons, C. A., & Pinnell, G. S. (2005). *Changing futures: The influence of Reading Recovery in the United States*. Columbus, OH: Reading Recovery Council of North America.
- Watson, B. & Askew, B. (Eds.) (2009). *Boundless horizons: Marie Clay's search for the possible in children's literacy*. Auckland, NZ: Pearson Education.

**Additional Resources:**

- Teacher Leader Information Sheets (Auckland, NZ, National Reading Recovery, 2012).
- Teacher Guide Sheets (Auckland, NZ, National Reading Recovery, 2012).
- *Observing and supporting the learning of Reading Recovery teachers – Extra support for teachers having difficulty with Reading Recovery training.* (2010). North American Trainer Group Teaching and Professional Development Committee.
- *Providing on going professional support for Reading Recovery: A teacher leader resource paper.* (2010). North American Trainer Group Teaching and Professional Development Committee.
- *Site coordinator's guide revised.* (2006). Columbus, OH: Reading Recovery Council of North America.
- *Standards and guidelines for Reading Recovery in the United States, Fifth edition Revised edition.* (2012). Columbus, OH: Reading Recovery Council of North America.

**Additional Readings: (Other readings as assigned)**

DeFord, D.E. Lyons, C.A. & Pinnell, G.S. (1991). *Bridges to literacy: Learning from Reading Recovery* (57-76). Portsmouth, NH: Heinemann.

Lyons, C. A., Pinnell, G.S., & DeFord, D. E. (1993). *Partners in learning: Teachers and children in Reading Recovery.* NY: Teachers College Press.

McGee, L. (2006). Research on Reading Recovery: What is the impact on early literacy research? *Literacy Teaching and Learning*, 10(2) 1-50.

Studebaker, M. (2007). How to use the What Works Clearinghouse report. *The Journal of Reading Recovery*, 6(2), 41.

Rogers, A. & Fried, M. (Spring, 2009). A design for action: Analyzing problems of implementation. *The Journal of Reading Recovery*. 8(2), 51-60.

Rodgers, A. & Rodgers, E. (2007). *The Effective Literacy Coach*. NY:Teachers College Press.

### **Summary Description of Course Assignments:**

1. Write an in-depth, self- analysis of leading a behind the glass session.
2. Shadow a Teacher Leader conducting a trained teacher visit, debrief, then conduct a teacher visit and receive feedback from the Teacher Leader. Write reflections on the experience.
3. Present an Implementation session using five years of compelling data collected from your site.

### **Course Policies**

#### **Submission of Assignments**

- All assignments must be typed or word processed.
- All assignments must be handed in on time or they will be penalized 10% for each day late.
- All assignments must be in APA style, 6th edition (which includes a cover page).

#### **Tentative Course Schedule**

A linear listing of topics, assignment due dates, and examination dates will be provided in the first class.

#### **Course Grading**

A = Superior work that meets all criteria and shows exceptional merit and creativity (90-100%)

B = Excellent work that meets all criteria and shows effort (80-89%)

C = Adequate work which meets all criteria (70-79%)

E = Poor work (69% and below)

**Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).**

#### **Final Exam Information**

See Summary Description of Course Assignments above. Date, time, and location to be announced.

### **Course Evaluation**

Grading for this course will be based on performance related to course requirements and all assignments on the syllabus for the semester. Performance will be considered on a continuum of understandings that takes place across time and on an individual basis. An important aspect of this course is ongoing communication with the UK trainer to request guidance and support as needed to achieve these requirements.

### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Rhonda Strouse at [strouse@pop.uky.edu](mailto:strouse@pop.uky.edu)

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

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EDC 629-Leadership Course Outline

DATE	TOPICS	READINGS	ASSIGNMENTS DUE
1-Leadership 1/12 1:00-3:30	Overview Syllabus and Assignments  Study Session: Preparing to Lead	Teacher Leader Information Sheet: Leading BTG Sessions	Copy of Study Guides for Chapter 1 & 2 in TSR.
2-Leadership 1/19 Technology	Study Session: Introduction to Reading Recovery Implementation in the U.S. as a case in point of educational redesign	Prior to class visit the Reading Recovery Council of North America's (RRCNA) web site and read all materials under the top button "Reading Recovery". Hit all the hotspots and read that information as well. Now go to the top button on "Research" and read the What Works Clearinghouse information and reports about Reading Recovery.  Studebaker, M. (2007). How to use the What Works Clearinghouse report. <i>The Journal of Reading Recovery</i> , 6(2), 41.	Guiding questions: What is the What Works Clearinghouse? How does Reading Recovery rate in this report? What are the implications of this report? What compelling data does this report suggest? What is the suggested implementation of Reading Recovery? What is the process for recruitment of districts and teachers for Reading Recovery? What is the role of Teacher Leader? What are the parts of a Reading Recovery program. What are two positive outcomes of Reading Recovery? How well does Reading Recovery work?
3 -Leadership 1/26 1:00-3:30	Study Session: Recommendations for Coaches	Rodgers & Rodgers, Chapter 10	
4-Leadership 2/2 1:00-3:30	Review National Conference Assignment		Handout to be completed at the National Conference
5-Leadership 2/9	Attend the National Reading Recovery Conference  Complete handout for follow-up discussion		

<p>6-Leadership 2/16 Technology</p>	<p>Conference Debrief</p>		<p>Conference Assignment Due  2/18-Attend TLPD in Frankfort-Legislative Visits</p>
<p>7-Leadership 2/23 1:00-3:30</p>	<p>Field Work</p>	<p>Visit your local site and request copies of the past 3-5 years of IDEC site reports. Bring to next week's class.</p>	<p>When you visit the Teacher Leader at your home site, complete the Spring Questionnaire Assignment.  Analysis of Leading BTG with FIT Transcript Due</p>
<p>8-Leadership 3/2 1:00-3:30</p>	<p>International Data Evaluation Center and its role in presenting compelling data in support of Reading Recovery  Top 10 Most Important Reading Recovery Statistics for Implementation Presentation  Kentucky's Statistics Presentation</p>	<p>Rodgers, A. &amp; Fried, M. (Spring, 2009). A design for action: Analyzing problems of implementation. The Journal of Reading Recovery. 8(2), 51-60.  Students bring the last 3-5 years of local site reports to this class.  This class will prepare you for the Implementation Presentation that you will make in Class on 3/29.</p>	<p>Spring Questionnaire Assignment Due.</p>

<p>9-Leadership 3/8 1:00-3:30</p>	<p>Study Session: Prevention/Response to Intervention</p>	<p>Askew, B.J., Kaye, E., Frasier, D.F., Mobasher, M., Anderson, N., &amp; Rodriguez, Y. G. (2002). Making a case for prevention in education. <i>Literacy Teaching and Learning</i>, 6(2), 43-73. Also in S. Forbes &amp; C. Briggs (Eds.) <i>Research in Reading Recovery, Volume two</i> (133-158). Portsmouth, NH: Heinemann.</p> <p>Swenson, B., Person, T., &amp; Reed, J. (2008). Reading Recovery: A major component of many RTI models. <i>The Journal of Reading Recovery</i>, 7(2), 53-56.</p> <p>Jones, N., Johnson, C., Schwartz, R., &amp; Zalud, G. (2005). Two positive outcomes of Reading Recovery: Exploring the interface between Reading Recovery and special education. <i>The Journal of Reading Recovery</i>, 4(3), 19-34.</p>	
<p>10-Leadership 3/15</p>	<p>Class Meetings this week will be on Thursday and Friday.  See Assignments Due</p>	<p>Agendas with Readings or Assignments will be emailed prior to Teacher Leader Professional Development Days.</p>	<p>Attend Teacher Leader PD on Thursday and Friday, March 17 &amp; 18 Dickey Hall Room 323 9:00-4:00</p>
<p>11-Leadership 3/22 1:00-3:30</p>	<p>Study Session: Research in Reading Recovery</p>	<p>Allington, R.L., (2005). How Much Evidence Is Enough Evidence? <i>Journal of Reading Recovery</i></p> <p>McGee, L. M., (2006). Research on Reading Recovery: What is the Impact on Early Literacy Research? <i>Literacy Teaching and Learning</i>, 10:2, pp. 1-50.</p>	<p>Guiding Questions: What are the challenges to Reading Recovery implementation? What do the experimental research studies show about the implementation of Reading Recovery and provide answers to the challenges? How have the research studies contributed to the redesign of Reading Recovery?</p>

12-Leadership 3/29 1:00-3:30	Implementation Presentations  Lindy Shares Sample Powerpoints for Review Week	Be prepared to present 5 years of compelling data for your home site.	Bring copy of Powerpoint for me!  Bring notes from School Visits for Discussion.
13-Leadership 4/5	No Classes for School Spring Breaks		
14-Leadership No Class 4/12	Lindy at NATG in Columbus	Begin Review Week Preparation	
15-Leadership 4/19 Technology	Review Week Preparation	Possible Make Up Classes for Snow Days	
16-Leadership 4/26 Technology	Review Week Preparation		
17-Leadership 5/3 Tuesday	Finals-	Review Week Presentations	

<b>EDC 629 Course Objectives</b>	<b>Associated Course Assessments</b>	<b>International Literacy Association Standards</b>	<b>COE Framework</b>	<b>Kentucky Teacher Standards</b>	<b>Common Core State Standards</b>
<p>1. Develop skills, strategies, and resources for training and supervising Reading Recovery teachers.</p> <p>2. Attend teacher in training classes and work with affiliated sites as outlined by the University of Kentucky Trainer.</p> <p>3. Write in-depth analyses of the behind the glass interactions between Teacher Leaders and teachers in training.</p>	Write an in-depth, self-analysis of leading a behind the glass session.	<p>1. Foundational Knowledge</p> <p>3. Assessment and Evaluation</p> <p>6. Professional Learning and Leadership</p>	<b>Reflection Learning Leading</b>	KST 5,7	<p>Rdg 3, 4</p> <p>Wrtg 1,2,3,4</p> <p>S/L 1, 2,</p>
<p>1. Learn the basic components of the Teacher Leader role.</p> <p>2. Understand issues that affect the professional development of teachers.</p> <p>3. Develop skills, strategies and resources for leading behind the glass for teachers in training.</p>	Shadow a Teacher Leader conducting a trained teacher visit, debrief, then conduct a teacher visit and receive feedback from the Teacher Leader. Write reflections on the experience.	<p>1. Foundational Knowledge</p> <p>2. Curriculum and Instruction</p> <p>3. Assessment and Evaluation</p> <p>6. Professional Learning and Leadership</p>	<b>Reflection Learning Leading</b>	KST 1,3,5,7,8,9,10	<p>Rdg 1, 3, 4</p> <p>Wrtg 1,2,3,4</p> <p>S/L 1, 2,</p>
<p>1. Become knowledgeable about the role of Teacher Leaders as change agents in educational settings, especially how effective Teacher Leaders bring about change in teacher performance.</p>	Present an Implementation session using five years of compelling data collected from your site.	<p>1. Foundational Knowledge</p> <p>2. Curriculum and Instruction</p> <p>3. Assessment and Evaluation</p> <p>4. Diversity</p> <p>5. Literate Environment</p> <p>6. Professional Learning and Leadership</p>	<b>Research Reflection Learning Leading</b>	KST 1,3,5,7,8,9,10	<p>Rdg 1, 3, 4</p> <p>Wrtg 1,2,3,4</p> <p>S &amp; L 1, 2</p>

<p>2. Understand theoretical concepts related to the processes of change in school reform and how they apply to Reading Recovery.</p> <p>3. Understand the role of compelling data in the change process; know how to analyze data from Reading Recovery to problem solve and evaluate the implementation at the district, state and national levels.</p> <p>4. Articulate challenges to the implementation of Reading Recovery and locate responses to critics.</p>					
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