

COURSE OUTLINE/SYLLABUS
UNIVERSITY OF ARKANSAS AT LITTLE ROCK
College of Education and Health Professions
Department of Teacher Education

I. <u>Course Prefix and Number</u>	READ 8302
II. <u>Course Title</u>	Professional Experiences in Literacy Programs
III. <u>Credit</u>	3 hours
IV. <u>Semester and Year</u>	Spring
V. <u>Instructor</u>	Linda Dorn
VI. <u>Office Location</u>	Room 406B
VII. <u>Office Hours</u>	By appointment
VIII. <u>Telephone & Email</u>	501-569-3479; ljdorn@ualr.edu

IX. Course Description

The course focuses on designing professional experiences and reflective practice in a school's literacy program. Students will prepare a reflective portfolio that demonstrates competency in a variety of reflective activities, including facilitating book discussions, creating professional experiences, peer coaching, and collaborating in online learning.

X. Conceptual Framework of the College of Education and Health Professions

The *Conceptual Framework* focuses on four key areas: Communication (C) Specialized Expertise (SE), Professional Development (PD) and a strong commitment to Diversity (D) in competency, disposition and behavior.

XI. State, Program, and National Standards

This course is designed to prepare candidates to develop proficiency in literacy education through the integration of the following professional standards.

Arkansas Department of Education Standards

The Arkansas Department of Education Standards were developed by the Interstate Teacher Assessment and Support Consortium (InTASC). The Arkansas Teaching Standards identify competencies for all teachers in 10 essential areas:

Standard 1: Learner Development and Learning Differences. Understand how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and supplement developmentally appropriate and challenging learning experiences.

Standard 2: Learner Development and Learning Differences. Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. Understand the central concepts, tools of inquiry, and structures of the discipline he/she teaches and creates learning experiences that make

these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.

International Reading Association Program Standards (revised 2010)

The UALR Reading program prepares reading candidates to achieve proficiency in six standards:

Standard 1. Foundational Knowledge Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2: Curriculum and Instruction. Use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3: Assessment and Evaluation. Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4: Diversity. Create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5: Literate Environment. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6: Professional Learning and Leadership. Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Common Core State Standards

The UALR Reading Program prepares reading candidates to achieve proficiency in implementing the CCSS for English Language Arts in the five areas:

Reading Foundation Standards (K-5): Teachers foster students’ understanding and working knowledge of concepts of print, the alphabetic principles, and other basic conventions of the English writing system.

Reading Standards (K-12): Teachers understand reading development, including grade-specific behaviors, and apply scaffolding techniques to ensure that all students will comprehend (a) the key ideas and details and (b) the craft and structure of texts and be able to (c) integrate their knowledge and ideas across themes and topics on (d) a range and level of complexity for literary and informational texts.

Writing Standards (K-12): Teachers understand writing development, including grade – specific behaviors, and apply scaffolding techniques to ensure all students will understand (a) text types and purposes and (b) produce and distribute writing according to the purpose and audience and will be able to use (c) research to build and present knowledge and will (d) write routinely over extended time frames for a range of topics, purposes, and audiences.

Speaking and Listening Standards (K-12): Teachers foster students’ mastery of a range of speaking and listening skills for (a) participating in collaborative conversations with multiple partners and comprehending the message and (b) presenting knowledge and ideas clearly, including recounting experiences, providing descriptive details, and using complete sentences when appropriate to task and situation.

Language Standards (K-12): Teachers understand language development, including grade-specific standards, and apply scaffolding techniques to ensure that all students will understand (a) conventions of standard English, (b) knowledge of language and its functions, and (c) vocabulary acquisition and use.

Text Complexity Standard 10 (K-12): Teachers select texts based on (a) qualitative evaluation of text, (b) quantitative evaluation of the text, and (c) matching reader to text and task and provide students with a range of experiences with complex texts, including how to scaffold students to read and comprehend texts that are above their reading level.

International Society for Technology in Education Standards

The UALR Reading program prepares reading candidates to achieve digital proficiency in five standards:

Standard 1: Facilitate and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

Standard 3: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Standard 4: Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Standard 5: Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and community by promoting and demonstrating the effective use of digital tools and resources.

XI. Course Objectives

Upon completion of this course, the candidate will meet the following course objectives as required by IRA professional standards and in support of the College conceptual framework, ADE standards, and the CCSS national standards:

Standard 1: Foundational Knowledge

- 1.3 Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. (COE- C, D; ADE, 1, 2, 3, 4)

Standard 2: Curriculum and Instruction

- 2.1 Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across the grades. (C, SE, PD, ADE 4, 5)
- 2.2 Support classroom teachers and education support personnel to implement instructional approaches for all students. (C, SE, PD, ADE 4, 5)
- 2.3 Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. (C, SE, PD, ADE 4, 5)
- 2.3 Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all students (C, SE, ADE 4, 5)

Standard 3: Assessment and Evaluation

- 3.2 Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students. (C, SE, PD; ADE 4, 5)
- 3.3 Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions. (C, SE; PD; ADE 4, 5)

Standard 4: Diversity

- 4.1 Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing. (C, SE, PD, D; ADE 4,5)
- 4.1 Assist teachers in developing reading and writing instruction that is responsive to diversity. (C, SE, PD, D; ADE 4, 5)
- 4.2 Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. (C, SE, PD, D; ADE 4, 5)
- 4.2 Provide differentiated instruction and instructional materials, including traditional, digital, and online resources, that capitalize on diversity. (COE – SE, D; ADE 1, 2, 3, 4; CCSS).

Standard 5: Literate Environment

- 5.2 Assist teachers to create supportive social environments for all students, especially those who struggle with reading and writing. (C, SE; PD, D; ADE 4, 5)
- 5.3 Assist teachers to use evidence-based grouping practices to meet the needs of all students, especially those who struggle in reading and writing. (C, SE; PD, D; ADE 4, 5)

Standard 6: Professional Learning and Leadership

- 6.3 Collaborate in, leading and evaluating professional development activities for individuals and groups of teachers. (C, SE, PD; ADE 4, 5)
- 6.3 Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving with individuals and groups of teachers, work collaboratively with teachers, and facilitate group meetings. (C, SE, PD; ADE 4, 5)
- 6.3 Support teachers in their efforts to use technology in literacy assessment and instruction. (C, SE, PD; ADE 4, 5)

InTASC Model Core Teaching Standards and Learning Progressions

At the completion of this course, the candidate should demonstrate competencies in the learning progressions of the InTASC Model Core Teaching Standards:

Standard 1: Learner Development and Learning Differences

- Collaborate with others to promote learner growth and development; work in professional learning teams to extend knowledge of learner development and probe implications, for example, of linguistic and cognitive development (1c)

Standard 3: Learning Environments

- Support learners' growing ability to participate in decision-making, problem-solving, exploration, and invention, both suggesting resources and guiding their independent identification of resources (3p; 9d)

Standard 4: Content Knowledge

- Collaborate with others to expand content knowledge in order to keep up with changes in the discipline (4j; 4o)
- Facilitate learners' independent use of methods of inquiry and standards of evidence in the discipline (4b; 4c)

Standard 6: Assessment

- Work individually and with colleagues to gather additional data needed to better understand what is affecting learner progress and to advocate for necessary change; work with colleagues to analyze progress against standards and to expand the range of supports for learners with varied learning needs (6c; 6g; 6l)

Standard 7: Planning for Instruction

- Incorporate technology in a variety of innovative ways in planning (e.g., managing student records, using digital portfolios, creating graphs of student learning, expanding options for learner choice; and documenting performance. (8o; 8r)
- Plan instruction by collaborating with colleagues, specialists, and others to understand and address each student's learning needs; and to build a web of support to meet learners' needs. (7e; 7m; 7o; 9l)

Standard 9: Professional Learning and Ethical Practice

- Collaborate with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs. (9c; 9l; 10r)
- Support and assist colleagues to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner. (9b; 9c; 9m; 10f; 10i; 10t)

Standard 10: Leadership and Collaboration

- Bring innovation practices that meet learning needs to the instructional teams and support colleagues in their use and in analyzing their effectiveness. (10a; 10f; 10i; 10k; 10s)
- Model effective instructional strategies for colleagues, lead professional learning activities, and serve in leadership roles. (10i; 10k; 10n; 10r; 10s)
- Work independently and collaboratively to generate research and use it as a way to impact education issues and policies. (10a; 10h; 10k; 10n; 10r, 10s)

International Society for Technology in Education Standards

Upon completion of this course, the candidate will demonstrate knowledge of the following performance indicators as aligned with the ISTE professional standards:

Standard 1: Facilitate and Inspire Student Learning and Creativity

1d Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Standard 3: Model Digital-Age Work and Learning

3d Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Standard 4: Promote and Model Digital Citizenship and Responsibility

4c Promote and model digital etiquette and responsible social interactions related to the use of technology and information

Standard 5: Engage in Professional Growth and Leadership

5d Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

XIII. Method, Instructional Resources (including Required Readings), and Instructional Resources

Method

The class is designed to provide the student with diverse experiences that relate to a theory of reflective practice for continuous learning. The class uses a blended approach that includes face-to-face learning, distance learning with zoom.us teleconferencing, independent work, and collaborative projects. See Assignment Grid for details.

Chalk and Wire Requirements

Candidates in School Personnel Preparation programs, including certificate programs, are expected to purchase a chalk and wire account and to load major assignments into chalk and wire as directed by the course instructor. These assignments will be uploaded to specific rubrics/standards and will be assessed by class/field instructors. Please note that failure to upload assignments into chalk and wire and/or lack of assessment of the assignments may result in an “I” in the course and will preclude successful completion of the program of study.

Required Books

Farrell, T.S., (2004). *Reflective practice in action*. Thousand Oaks, CA: Corwin Press.
York-Barr, J., Sommers, W. A., Ghere, G. S., & Montie, J. (2006). *Reflective practice to improve schools. An action guide for educators (2nd ed.)*. Thousand Oaks, CA: Corwin Press.

Required Resources (Download from Website)

Dorn, L. *Discourse Handbook*

Ferrance, E. (2000). *Action research*. Northeast and Islands Regional Educational Laboratory at Brown University.

Hattie, J. Chart of Effect Sizes in Teacher Influences.

Additional Supplemental Resources

Dorn, L. J., Forbes, S., Poparad, M., & Schubert, B. (2015). *Changing minds, changing schools: A comprehensive literacy model for school improvement*. CA: Hameray.

Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: ASCD.

Lyons, C. & Pinnell, G. S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, NH: Heinemann.

Marzano, R. J. (2012). *Becoming a reflective teacher*. Marzano Research Laboratory. Bloomington, IN.

XIV. Assignments, Evaluation Procedures, and Grading Policies

Assignments

Prepare a Professional Portfolio of Reflective Experiences. Complete all assignments for the appropriate sections. Write a reflective analysis of your overall work on the Professional Portfolio. See Portfolio Rubric for additional description and points for each section. The Portfolio Rubric matches the assessment rubric on Chalk and Wire, and should be used to plan, organize, and self-assess your performance before submitting to Chalk and Wire.

- 1). Read all professional texts, take notes, write questions, annotate, reread, link ideas within and across texts, and apply your learning to professional experiences. Read for two purposes: (a) to synthesize concepts into big ideas across multiple sources as related to a theory of reflective practice in professional growth, and (b) to identify concrete information and resource tools that can be applied directly to professional practice. Use the format in Reflective Practice at the end of each chapter as a template for reflecting on your learning. These areas include (a) big ideas, (b) insights, (c) questions, and (4) future actions.

- 2). Consolidate your learning activities into a *Reflective Portfolio of Professional Learning* and write a self-reflective analysis of the contents of your portfolio.

Activity 1 Part I: Become a good observer of how reflection looks in action.

Reflection (mindfulness) is a natural process of making meaning, and it occurs in any situation where people are seeking to understand something. The first activity is to observe how people interact around common learning events. Over the next two weeks, carry a reflection notebook with you and record observations of what people (friends, family, students, strangers, anyone) do when they attempt

to solve problems in order to understand something. Record explicit examples of language behaviors and categorize them according to the three levels of reflection (Level 1- observable or practical level; Level 2- theoretical or conceptual; Level 3 – moral or ethical). Systematic observation promotes metacognition, and this is the first step in designing conditions that promote reflective practice in school.

Activity 1 Part B: The next step is to observe reflective (mindful) thinking in an educational setting. It would be helpful to audiotape the session and listen systematically for evidence of the levels of reflection. Throughout the semester, you will continue to refine your knowledge and skills for promoting reflective practice in school. Write a reflective analysis of these activities.

Activity 2: Select one reflective activity from Farrell's *Reflective Practice in Action* (Chapters 5-9) and engage with a teaching partner or small group of teachers on the activity. Some examples include teacher study group, dialogue journal, classroom observations, critical friend, teaching portfolio, or action research project (pp. 31-33). Write a reflective analysis of the activity.

Activity 3: Plan and conduct a study group with teachers around a professional book or article of an important issue in literacy education. Design a template for planning all activities, including format (F2F, teleconferencing, online) scheduling (meet at least 2 times), group norms, initiating actions, and such. Write a reflective analysis of the activity.

Activity 4: Plan and conduct a virtual book discussion with zoom teleconferencing around a popular fiction novel for adolescent readers. Create a planning schedule (meet at least 2 times), group norms, and initiating actions, and such. Videotape the virtual session and upload to YouTube (then to PBWorks) and critique the quality of the group interactions. (Check out an example of this activity on the Center for Literacy YouTube Channel under Book Clubs)

Activity 5: Plan a professional development activity around a specific literacy topic using the theory and tools from your professional readings. This can be a partner project with a critical friend or a collaborative program with a team. (Due at end of semester)

Activity 6: Coach/teach a colleague (or classmate) a new strategy or procedure. Audio or video tape the session and transcribe the interaction. Code and analyze your language with specific references to your professional references in *Reflective Practice* (York-Barr) and resources from class. (Due at end of semester)

3). Compile your 6 reflective activities into a Professional Portfolio based on the portfolio rubric. Critically analyze your work (based on the rubric criteria), including areas where you did exceptional work and your areas of professional growth. Also, reflect on your personal learning from the activities and your participation in the class. Convert the portfolio to PDF file and upload to Chalk and Wire.

- 4). Share one activity from your Professional Portfolio on the last night of class. Prepare a handout for your classmates.

Meeting Times and Activities (see Assignment Grid for more details)

January 12, 5:00-7:15 - F2F UALR with video teleconferencing

January 19, 5:00-7:15 – Fieldwork (reflective activity 1)

January 26, 5:00-7:15 – F2F with video teleconferencing

February 2, 5:00-7:15 - F2F with video teleconferencing

February 9 – Fieldwork (reflective activities 2 & 3)

February 16, 5:00-7:15 – F2F with video teleconferencing

February 23, Fieldwork (reflective activity 3)

March 1, 5:00-7:15- F2F with video teleconferencing

March 8, Fieldwork (reflective activity 4)

March 15, Fieldwork (reflective activity 4)

March 24, Spring Break

March 29, 5:00-7:15 - F2F with video teleconferencing

April 5, Fieldwork (reflective activity 5)

April 12, Fieldwork (reflective activity 6)

April 19, 5:00-7:15 - F2F with video teleconferencing

April 26, Fieldwork (Portfolio)

May 3, 5:00-7:15 – F2F with video teleconferencing

Evaluation Procedures

A rubric will be used to assess your portfolio. You will be given the rubric on the first night of class and we will discuss each component. The rubric will also be posted on Chalk and Wire and will be used to assess your Chalk and Wire submission.

Grades

Grades will be determined by performance on rubrics and class assignments and submission of all documents to your Chalk and Wire portfolio. All rubrics are assessed according to a four- point scale: unsatisfactory, satisfactory, proficient, and exceptional. Points from assignments will be converted to a letter grade based on the following scale.

A = 90 – 100 points

B = 80- 89.9 points

C = 70 - 79.9 points

D = 60 - 69.9 points

F = less than 60 points

XV. Class/University Policies

Class Attendance

Learning throughout the program is dependent on participation. Class attendance and active participation in all sessions is crucial to student success. If you have to miss a class due to weather in your area, illness, or family emergencies, please notify your instructor before class begins. You are responsible for all content presented in class regardless of your absence. If you miss more than one class, this could negatively impact your final grade.

University Policy for Inclement Weather

The university classes will be closed if the Little Rock Public School system is closed. You can find out the status of the campus by watching televised listings of official closing.

Telephone, Email, Internet, and Texting

Learning in class is dependent on your undivided attention. Please leave your cell phone on silent during class. If you bring your computer to class for taking notes, please do not use it for any activities that are not directly related to class, including checking email or Facebook.

Statement of Academic Dishonesty

Academic dishonesty cannot be condoned or tolerated in the university community. Such behavior is considered a student conduct violation and students found responsible of committing an academic offense on the campus, or in connection with an institution-related or sponsored activity, or while representing the university or academic department, will be disciplined by the university.

The most common offenses subject to grade penalty and/or disciplinary action are:
Cheating on an examination or quiz: To give or receive, to offer or solicit information on any quiz or examination including (a) copying from another student's paper; (b) using prepared materials, notes, or texts other than those specifically permitted by the professor during an examination; (c) collaborating with another student during an examination; (d) buying, selling, stealing, soliciting, or transmitting an examination, or any material purported to be the unreleased content of an upcoming examination, or the use of such material; (e) substituting for another person during an examination or allowing such substitution for oneself; (1) bribing a person to obtain examination information.
Plagiarism: To adopt and reproduce as one's own, to appropriate for one's own use and incorporate in one's own work without acknowledgment, the ideas of others or passages from their writings and works.
Collusion: To obtain from another party, without specific approval in advance by the professor, assistance in the production of work offered for credit to the extent that the work reflects the ideas or skills of the party consulted rather than those of the person in whose name the work is submitted.
Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without specific advance approval of the professors involved.

XIV. Class Schedule/Topical Outline

The topical outline will focus on the following areas. See detailed description attached to course outline for specific readings and assignments.

Reflective Practice for Continuous Learning
A Theory of Reflective Practice
Fundamentals for Reflective Practice
Individual Reflective Practice
Reflective Practice with Partners
Reflective Practice in Small Groups and Teams
Schoolwide Reflective Practice

Action Research for Reflective Practice
Implementing High-Quality Professional Development
Enabling Professional Development Through Coaching
Supporting Lasting Change

XVII. Bibliography of Related Resources

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: 7 research-based principles for smart teaching*. San Francisco: CA. Jossey-Bass.
- Danielson, C. (2013). *The framework for teaching evaluation instrument*. Alexandria, VA: Association for Supervision and Curriculum Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. NY: Routledge.
- Howard, M. (2012). *Good to great teaching: Focusing on the literacy work that matters*. Portsmouth, NH: Heinemann.
- Kise, J. (2006). *Differentiated coaching: A framework for helping teachers change*. Thousand Oaks, CA: Corwin Press.
- Marzano, R. J (2009). *Designing and teaching learning goals and objectives: Classroom strategies that work*. Marzano Research Laboratory.
- Schmoker, M. (2011). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, VA: Association for Supervision and Curriculum.

XVIII. Disability Support Statement

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me private as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at [501-569-3143](tel:501-569-3143) (V/TTY) or [501-683-7629](tel:501-683-7629) (VP). For more information, please visit the DRC website at www.ualr.edu/disability.