A theme entitled *Education for Transformation* provides a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE’s commitment to “Education for Transformation” produces graduates who:

- demonstrate excellent knowledge, judgment and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents and community representatives to support educational excellence;
- use inquiry and research to address educational challenges

*The fundamental tenets of the School are excellence, equity, collaboration and inquiry.*
Practicum II is the culminating practicum experiences required in the University of Massachusetts Reading and Language Arts program. The program is based on the standards of the International Reading Association for Reading Specialist: Category III.

This course focuses on the Reading Specialist/Literacy Coach defined by IRA as:

Reading Specialists/Literacy Coaches are professionals whose goal is to improve reading achievement in their assigned school or district positions. Their responsibilities and titles often differ based on the context in which they work, and their teaching and educational experiences. Their responsibilities may include teaching, coaching, and leading school reading programs. Reading Specialists/Literacy Coaches may also serve as a resource in reading and writing for educational support personnel, administrators, teachers, and the community, provide professional development based on historical and current literature and research, work collaboratively with other professionals to build and implement reading programs for individuals and groups of students, and serve as advocates for students who struggle with reading. Many of these professionals have a specific focus that further defines their duties, such as serving as a teacher for students experiencing reading difficulties, as a reading or literacy coach, as a coordinator of reading and writing programs at the school or district level, or in several combinations of these roles.

OUTCOMES
At the end of the course, students will be able to:

- Support classroom teachers and paraprofessional in their use of instructional grouping options. (IRA 2.1)
- Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. (IRA 2.2)
- Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. (IRA 2.3)
- Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. (IRA 3.1)
- Support the classroom teacher in the assessment of individual students. (IRA 3.2)
- Assist the classroom teacher in using assessment to plan instruction for all students. (IRA 3.3)
- Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents). (IRA 3.4)
- Assist the classroom teacher and paraprofessional in selecting materials that Match the reading levels, interests, and cultural and linguistic background of students.
- Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. (IRA 4.2)
- Demonstrate and model reading and writing for real purposes in daily
interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities (IRA 4.3)

- Use methods to effectively revise instructional plans to motivate all students. (IRA 4.4)
- Conduct professional study groups for paraprofessionals and teachers. (IRA 5.2)
- Positively and constructively provide an evaluation of their own or others’ teaching practices. (IRA 5.3)
- Exhibit leadership skills in professional development. Plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. (IRA 5.4)

TEXT (REQUIRED):


1. Weekly Schedule:

You will have three projects that you will be working on throughout the semester at your school practicum site. The Blackboard Course 06.5501 Literacy Coach supports and enhances your knowledge base to become a Literacy Specialist. Lessons will be released on Blackboard on Mondays and assignments are due by Sundays at 6:00 pm. It will be important for you to sign-in to Blackboard every week to see if there are any new announcements, assignments, responses from the instructor, or if you want to join the “chat”. Chat hours will be on most Tuesdays from 8:00pm-9:00pm. Chat is not mandatory. It is an open forum to discuss any of the course material and/or practicum projects.

2. Blackboard Communication

- Discussion Board:
  Assignments posted to the discussion board are mandatory. The discussion board is the way we will communicate the majority of the time. Along with posting the assignments, it is also a great place to ask questions or post ideas. It is a way for us to have an on-line, weekly conversation and hear ideas and/or answers from your peers. If you have questions related to the course, please post them on Blackboard. The instructor will monitor and direct the conversation when needed, but it’s a great place for students to interact.

- Chat:
  This course will have one hour of chat time during the weeks when assignments are posted. Chat is the instructor’s on-line office hours. Chat will take place most Tuesdays from 8-9pm. Please see course schedule to check “chat” dates. Chat is not mandatory but it is a good opportunity for students to ask questions, clarify any concerns, and comment on the practicum projects.

- Mail:
  The “Mail” tool on Blackboard is used similarly to E-Mail. If you have a question that is strictly for the instructor to view, you can use the “Mail” tool. In addition,
the instructor may have a message to send to individual students. In order to view messages, you need to login to Blackboard.

**Blackboard Guidelines:**

**Respect for your classmates is of utmost importance.** While there will be many instances of casual interaction, any use of inappropriate language, derogatory remarks or attempts to monopolize the conversation will not be accepted. You will receive a personal email from me and at my discretion you may be dismissed from the online course with no refund of tuition and fees paid. During our Blackboard discussions, please keep the conversations on topic so that we can all benefit from the conversations.

*If you have an emergency due to a personal matter or in respect to the class projects and need to speak with me immediately, you can e-mail me at Jessica_Gelb@uml.edu or call my cell phone at: 617-733-8881 and please leave a voicemail message. I will get back to you as soon as possible. Please be respectful of my personal information and only use it for an emergency.

**On-line Participation:**
You are expected to post all assignments to the discussion board and turn in required projects **on time.**

**You will not receive any credit if you miss a posting date for the weekly discussions.** If a project is turned in late, you will lose 2 points every day it is late. Once a project is 7 days late it will NOT be graded, but IT MUST be submitted.

**Withdrawal from Course and Incomplete Policy:**
If you do not participate regularly in the required on-line discussion board, and do not turn your assignments in on time, you may be advised to **WITHDRAW** from the course. You will lose the money you paid for the course, but a W rather than an F will be recorded on your transcript. PLEASE do not ask for an incomplete grade unless you have a very good excuse. Requests for incompletiones must be put in writing and approved by the instructor.

DATES FOR WITHDRAWAL are posted on the UML Graduate School website [http://www.uml.edu/grad](http://www.uml.edu/grad)

**Plagiarism**
If your work shows evidence of plagiarism, the instructor will invoke the Graduate School Policy that can be found at:

[http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx](http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx)

Plagiarism: “representing, whether intentionally or unintentionally, the words or ideas of another as one's own work in any academic exercise.”
The outcomes for Practicum II will be assessed weekly through discussion board contributions and three practicum projects.

1. **Discussion Board** 20 points
2. **Class Observation** 10 points
3. **Collaboration of Lesson with another teacher** 35 points
4. **Literacy Presentation to Staff** 35 points

**1) Discussion Board (20 points):**

**Grading Criteria for Discussion Board Postings**

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 pts</td>
<td>All contributions required for the session are posted and are always timely. Contributions are thoughtful, succinct and advanced the discussion. Contributions made reference to points made by others. Contributions may have included questions BUT ALSO provided your opinions. Correct spelling and grammar was used throughout post and was proofread before submitted. <strong>Responded to at least one other person’s post throughout the week.</strong></td>
</tr>
<tr>
<td>1 pt</td>
<td>All contributions required for the session are posted and are always timely. Your own contributions are generally thoughtful, and added to the discussion. Tended to be too long or too short. You posed more questions than you answered. Not sure what your position is. <strong>Did not respond to any other person’s post throughout the week.</strong></td>
</tr>
<tr>
<td>0</td>
<td>No contribution for the session made within the WEEK allotted.</td>
</tr>
</tbody>
</table>
2) Projects:

There are three major projects for this course.

1. Observation of a Literacy Lesson
   (10 Points)

   This assignment will capitalize on enhancing your awareness of different teaching tools and experiences including materials, technology, and lesson formats. You will ask another classroom teacher, reading specialist, or special educator if you can observe one of their Language Arts lessons in their work space, office, or classroom. You can also observe another student from our practicum class-if you are allowed release time and would like the opportunity to travel to another school. However, you will need to make all the arrangements and get permission from your principal. During this lesson, you will take note of the way the classroom or office is set-up, any visuals used, how technology is implemented, how multisensory activities are addressed, what materials are used, and how lessons are scaffolded to meet the needs of students on IEP’s and ELL students. This teacher observation enhances your awareness of other teaching methods.

2. Literacy Coaching
   (35 Points)

   This assignment is intended to emphasize the role of a literacy specialist as a coach. To complete the assignment you will invite another classroom teacher, literacy specialist, or special educator to observe you teaching a reading lesson and you will then observe the same teacher teaching a similar reading lesson. You may also collaborate with another student from our practicum course. However, you and the other student will need to make all of the arrangements and make sure the principals of each building are supportive of this project. All planning and lesson reviews will be a collaboration between you and the teacher. The teacher can be another classroom teacher or a specialist including a reading specialist or a special education teacher. This does not have to be the same person who you observed for the first project.

   - Meet with teacher to identify a focus for literacy instruction.
   - Collaboratively plan literacy instruction with the teacher, including the creation of lesson plans for your lesson and the lesson of the teacher.
   - Demonstrate exemplary instruction that models teaching reading and writing
instruction that motivates all students to read for real purposes.

- Observe teacher’s implementation of lesson.
- Use Reading Lesson Evaluation form to collaboratively review both lessons and to provide feedback to teacher by discussing observations.
- Write a critical reflection on the impact of coaching another teacher.

3. COMPLETION OF A SCHOOL-BASED PROFESSIONAL DEVELOPMENT WORKSHOP

(35 POINTS)

*Demonstrate ability to support teachers by conducting a professional development workshop that supports a specific grade level or team of teachers and focuses on:*

- Administering and interpreting a variety of assessments, and to use the information to determine proficiencies and difficulties for appropriate services and to plan instruction.
- Supporting and assisting the classroom teachers in using assessments to select appropriate materials, books, technology-based information, and non print information, and to use a wide range of curriculum materials to match reading levels, interests, cultural and linguistic backgrounds.
- Demonstrating and modeling reading and writing as valued lifetime activities, and to support teachers and paraprofessionals to do the same.
- Assisting teachers and paraprofessionals to design programs that intrinsically and extrinsically motivate students.
COURSE GRADING STRUCTURE:

*The course will receive a grade of S (Satisfactory) or U (Unsatisfactory). Please refer to the chart below for the break down of the grading points.*

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Points</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfactory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-96</td>
<td>Work of the highest professional standard demonstrating independent and exemplary performance</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-94</td>
<td>Excellent work demonstrating independent and high quality performance.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>89-93</td>
<td>Very good work, carefully executed, but requiring some areas of improvement.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>84-88</td>
<td>Good work, indicating careful thought and attention to the task, yet requiring several areas of improvement.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>80-83</td>
<td>Work of graduate standard, but omissions exist or careful analysis is not in evidence.</td>
</tr>
</tbody>
</table>

<p>| <strong>Unsatisfactory</strong> | | | |
| B- | 2.7 | 76-79 | Effort is evident, but work indicates lack of understanding of the demands of the task |
| C+ | 2.3 | 70-75 | Poor quality work with little attention to detail and the demands of the task. |
| C | 2.0 | 65-69 | Work of very poor quality, indicating no understanding of the depth of analysis required. |
| F | 0.0 | Below 65 | Serious neglect or evidence of cheating. |</p>
<table>
<thead>
<tr>
<th>Course Date</th>
<th>Content/Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Read Chapter 1-Vogt and Shearer</td>
<td>Welcome Back!</td>
</tr>
<tr>
<td>January 21</td>
<td><em>Historical Context for Teaching Reading</em></td>
<td>Discussion Board Post:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Due 1/26</td>
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<tr>
<td></td>
<td></td>
<td>*No Chat</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Read Chapter 1: Moran</td>
<td>Discussion Board Post:</td>
</tr>
<tr>
<td>January 27</td>
<td><em>The Context for a Literacy Coaching Continuum</em></td>
<td>*Due 2/2</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 2: Vogt and Shearer</td>
<td>Chat on 1/28 from 8:00-9:00pm</td>
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<tr>
<td></td>
<td>*Serving as an Elementary, Secondary, or District-Level Reading-Specialist or</td>
<td></td>
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<tr>
<td></td>
<td><em>Literacy Coach</em></td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Read Chapter 5: Moran</td>
<td>Discussion Board Post:</td>
</tr>
<tr>
<td>February 3</td>
<td><em>Focused Classroom Visits</em></td>
<td>*Due 2/16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Observation</td>
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<tr>
<td></td>
<td></td>
<td>Observation and Write-Up Due 2/16</td>
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<tr>
<td></td>
<td></td>
<td>Chat on 2/4 from 8:00-9:00pm</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Read Chapter 4: Vogt and Shearer</td>
<td>Continue work from Week 3</td>
</tr>
<tr>
<td>February 10</td>
<td><em>Determining a School’s Literacy Needs and Developing a Plan</em></td>
<td>Reading Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation and Write-Up Due 2/16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*No Discussion Board Post</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*No Chat</td>
</tr>
<tr>
<td><strong>Week 5 and Week 6</strong></td>
<td>Read Chapter 6: Moran</td>
<td>Discussion Board Post Due:</td>
</tr>
<tr>
<td>February 17</td>
<td><em>Coplanning</em></td>
<td>*March 2</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 5: Vogt and Shearer</td>
<td>Begin Project II</td>
</tr>
<tr>
<td></td>
<td><em>Matching Context to Students: Assessment as Inquiry</em></td>
<td>*No Chat on 2/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chat on 2/25 from 8:00-9:00pm</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Read Chapter 6: Vogt and Shearer</td>
<td>Discussion Board Post Due:</td>
</tr>
<tr>
<td>March 3</td>
<td><em>Differentiated Instruction to Meet</em></td>
<td>*3/9</td>
</tr>
<tr>
<td>Week 8</td>
<td>March 10</td>
<td>Learners’ Needs: Framing Literacy Intervention</td>
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</tbody>
</table>
| Read Chapter 9: Moran  
Peer Coaching  
Read Chapter 10: Moran  
Coteaching | | Project II Due 3/16  
*No Discussion Board Post  
Chat on 3/11 from 8:00-9:00pm | |
| March 17 | Spring Break | No Assignment  
No Chat | |
| Week 9  | March 24 | Chapter 4: Moran  
Literacy Content Presentations  
Your Choice:  
Vogt and Shearer either Chapter 8 or 9  
*Implementing a Comprehensive Literacy Program in the Elementary School  
*Implementing a Comprehensive Literacy Program in Middle and Secondary Schools | Introduction to Project III  
Discussion Board Post Due: 3/30  
Chat on 3/25 from 8:00-9:00pm |
| Week 10 | March 31 | Read Chapter 10: Vogt and Shearer  
Selecting and Evaluating Instructional Materials and Technology Resources | Discussion Board Post Due: 4/6  
Chat on 4/1 from 8:00-9:00pm |
| Week 11 | April 7 | Read Chapter 11: Vogt and Shearer  
Planning and Implementing Multidimensional Professional Development  
Read: Reading Coach Brochure | Discussion Board Post Due: 4/13  
Chat on 4/8 from 8:00-9:00pm |
| Week 12 | April 14 | Article: Making a Difference | Discussion Board Post Due: 4/20  
Chat on 4/15 from 8:00-9:00pm |
| Week 13 | April 21 | Project Work | No Discussion Board Post  
No Chat |
| Week 14 | Final Class | Final Project Due by 5/3 | |
| April 28 | | Last Chat on 4/29 from 8:00-9:00pm |
The following journal articles are recommended by the International Reading Association as resources for candidates training to become Literacy Coaches. The list is taken from the IRA website and the journal articles can be accessed through the UML library.

**Books**


**Selections from recent issues of The Reading Teacher**

“Training paraprofessionals to effectively work with all students,” by Charlene Cobb (April 2007; vol. 60, no. 7)

“One reading specialist’s response to high-stakes testing pressures,” by Lori Assaf (Oct. 2006; vol. 60, no. 2)

“The state of reading professionals in the United States,” by Janice A. Dole et al. (Oct. 2006; vol. 60, no. 2)

“Accountability by design in literacy professional development,” by Kathryn Kinnucan-Welsch, Catherine A. Rosemary, and Patricia R. Grogan (Feb. 2006; vol. 59, no. 5)


“From dissemination to discernment: The commodification of literacy instruction and the fostering of ‘good teacher consumerism’,” by Kathryn Hibbert and Luigi Iannacci (May 2005; vol. 58, no. 8)

“The changing face of education” by Carla Dearman and Sheila R. Alber (April 2005; vol. 58, no. 7)

“Literacy teams: Sharing leadership to improve student learning” by Charlene Cobb (Feb. 2005; vol. 58, no. 5)
“A road map for reading specialists entering schools without exemplary reading programs” by Alfred W. Tatum (Sept. 2004; vol. 58, no. 1)

“The changing role of the reading specialist in school reform” by Janice A. Dole (Feb. 2004; vol. 57, no. 5) FREE!

From the *Journal of Adolescent & Adult Literacy*:

“The expertise of adolescent literacy teachers,” by Sheri R. Parris and Cathy Collins Block (April 2007; vol. 50, no. 7)

“Reading coaches: Adapting an intervention model for upper elementary and middle school readers,” by Stephanie Bacon (Feb. 2005; vol. 48, no. 5)

“Taking seriously the idea of reform,” by William G. Brozo and Charles H. Hargis (Sept. 2003; vol. 47, no. 1) FREE!

*From Reading Research Quarterly:*

“The CIERA School Change Framework” by Barbara M. Taylor et al. (Jan./Feb./March 2005; vol. 40, no. 1)

*From Reading Today, IRA’s membership newspaper:*

“Literacy coaching: Still on the front burner” (February/March 2007)

“Literacy Coaching clearinghouse launched” (December 2006/January 2007)

“IRA surveys coaches” (April/May 2006)

“Reading specialists, reading teachers, reading coaches: A question of credentials,” by Richard L. Allington. (February/March 2006)

“Moving forward: The reading specialist as literacy coach,” by Michael L. Shaw et al. (June/July 2005)

“Ohio creates new career path with Literacy Specialist Endorsement,” by Beth Cady (June/July 2005)

“Coaches, controversy, consensus” (April/May 2004)