

CALIFORNIA STATE UNIVERSITY, FRESNO
Kremen School of Education and Human Development
Literacy, Early, Bilingual, and Special Education Department

SYLLABUS FOR SUPERVISED FIELD EXPERIENCES IN READING (LEE 254)	
Fall	California State University, Fresno
Course Information	Maria Hernandez Goff, PhD
3 Units	Office Number: ED 347
Online	E-Mail: mgoff@mail.fresnostate.edu
Website: Canvas	Office Hours: Tuesdays 4-6pm and appointments in-person and via Zoom

Catalog Description

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

Course Description

This course is designed for students who are completing the requirements for the Reading/Language Arts Specialist Credential and uses field-based experiences to understand the multiple roles, duties, and expectations of reading professionals across K-12 settings. Students engage in the study of pedagogy and leadership, with an emphasis on ways to work with teachers through collaborative, job-embedded professional development to facilitate educational reform and improve literacy assessment and instruction.

Prerequisites

LEE 224, LEE 244, and permission of the instructor.

Required Course Materials

Vogt, M., & Shearer, B. (2019). *Reading specialists and literacy coaches in the "real" world* (4th ed.). New York: Pearson.

Mode of Instruction

This is a web-based course, with no face-to-face class meetings. However, we will hold 3 (45-minute) synchronous live sessions where we will discuss the topics outlined on Canvas. If you

are not able to make these sessions they will be recorded for you to view at a later date. In a regular face-to-face course, you are expected to interact with other students in your class. Such interaction is important to the learning process. In this online course, you are expected to take advantage of opportunities designed to promote interactive communication via Internet technology (i.e., Canvas, Google Apps, Video Ant, etc.) This course is constructed of 4 modules conducted on a scheduled synchronous and asynchronous basis. Some modules will have synchronous sessions, and other modules will allow you to complete assignments at your own pace.

Live Session Dates/Times Announced on Canvas

COURSE EXPECTATIONS

Attendance and Participation

Attendance and participation are vital components to the understanding and learning of course content. It is expected that this class is a high priority for you and that you will attend the synchronous meetings or view the recording, and you will participate throughout the course. It is impossible to “make up” a collegial discussion. Therefore, all students are expected to complete assigned readings and assignments on time, and participate in class discussions and activities. Since an important component of the class is establishing a professional learning community, unexcused absences and lack of participation will mean that you will not pass the class.

You will be provided opportunities to interact with others both in class and virtually (i.e., Canvas and Zoom). This course will include a combination of synchronous and asynchronous meetings. We will meet virtually face-to-face three times during the semester. You will be responsible for posting reading responses online and responding to classmates reading responses by designated dates and times. All synchronous class meetings will be from 5:30-6:15pm PST. Our virtual meetings will take place using Zoom.

You should expect to spend at least 8-10 hours a week working on this course. It is expected that you check announcements and the Canvas web site at least 3 times a week.

Communication

Participation includes timely and appropriate communication such as responding to emails, checking Canvas, and communicating with the professor. I will respond to within 48 hours.

Submitting Work

All documents submitted via Canvas must be saved as .doc, .docx, .pdf, .rtf files, or a Google Document for the work to be accepted. It is the student’s responsibility to verify the submission of any document via Canvas.

Grading Policy

Unexcused late Assignments will receive a 10% reduction in grade per day late. Unexcused late Canvas posts/discussions cannot be made up. I encourage students to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies. Please see APM 232 for the policy on absences and make-up work.

<http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/232.pdf>

I do not offer extra credit.

Total Points Possible:

Letter Grade	Percentage	Point Value
A	100-90%	300-270
B	89-80	269-240
C	79-70	239-210
D	69-60	209-180
F	59 and lower	179 and lower

Adding and Dropping Classes

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection

The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports will be available for your viewing.

Student Handbook

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities

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

<http://fresnostate.edu/studentaffairs/ssd/>

Honor Code

“Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior

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

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <http://www.fresnostate.edu/home/about/copyright.html>

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet

(<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Technology Help

Help Desk agents can provide immediate assistance regarding network status, resetting Canvas passwords, etc. Help Desk agents are available via telephone seven days a week between 7:00 AM and 10:00 PM. Students can contact the Help Desk by calling 559-278-7000. The Help Desk can also be reached for assistance via email at help@csufresno.edu.

Active E-Mail Account

By default, Canvas sends mail to your Fresno State email account. This course also relies heavily on Google Apps for Education, which is a suite of collaboration tools that includes your Fresno State email. Be sure this account is activated. For help visit the following link:

<https://help.fresnostate.edu/students/googleapps/>

Computers

In this class, you will need to read online articles, view Web sites, and prepare written documents. Students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources. The minimum and recommended standards for the workstations and software are available from [Information Technology Services](#) or the [Kennel Bookstore](#).

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

COURSE GOALS AND PRIMARY LEARNING OUTCOMES

Course Goals

The goal of this course is to provide field experiences that prepare candidates to be literacy leaders who possess the capabilities, intent, and expertise necessary to promote and develop school/district-wide practices that positively impact the literacy learning of all students. (CTC Standard 6)

Student Outcomes

Students will be able to:

- 1) Assist teachers in selecting and using various instructional groupings, instructional practices, and curriculum materials to address particular student literacy needs (CTC Standard 7-10)
- 2) Demonstrate the use of various instructional groupings, instructional practices, and curriculum materials to address particular student literacy needs (CTC Standard 7-10);
- 3) Assist teachers in selecting, administering, and interpreting assessment tools, and using results to inform their instructional decision-making processes (CTC Standard 7-10);
- 4) Collect, analyze, and use school-wide data to evaluate, design and modify school literacy programs (CTC Standard 7-10);
- 5) Collect, analyze, and aggregate assessment data to present to parents, teachers, and administrators for accountability and instructional purposes (CTC Standard 7-10);
- 6) Work with teachers to observe and provide feedback on instructional practices through individual peer coaching sessions (CTC Standard 7-10);
- 7) Use principles of adult learning theory to design, implement, and evaluate professional development efforts at the grade/school/district levels (CTC Standard 7-10);
- 8) Use systematic documentation to reflect on roles as coach, teacher, and facilitator, connecting experiences to theoretical foundations of reading/language arts, teaching practices reflective of these theoretical foundations, contemporary schooling policies, and the characteristics of learners and use this information for planned professional growth (CTC Standard 7-10).

ASSIGNMENTS AND GRADING

*All assignment details can be found on Canvas

Discussions (20 points each; 100 points total)- There will be five (5) discussion assignments in this course. These discussions will be used to collaboratively reflect upon and make connections between course materials and personal experiences. Students are expected to make at least 3 posts for each assigned discussion activity; one must be an original reflection, and at least 2 must respond to classmate postings. The professor will use the rubric below to assess the quality of student posts. The purpose of discussions is to learn from others' experiences, which requires posts to be completed at least 72 hours prior to the due date to allow for others to read, analyze and post responses and to promote deeper thinking and promote further dialogue.

LEE 254 DISCUSSION RUBRIC			
	Exceeds 3 pts Effort at this level is greater than expected	Meets Expectations 2 pts Effort at this level represents what is expected	Below 1 pts Effort at this level is less than expected
Critical Thinking	Posts show deep insight and analysis. Personal opinion is expressed clearly and fully developed. Poses questions or ideas to promote further discussion.	Posts are simple but show some insight and analysis. Personal opinion is expressed but lacks elaboration and detail. Offers some new thinking.	Posts lack insight and analysis. Simply rehashes or summarizes others' posts. Does not express opinion clearly. Posts do not inspire further thinking.
Connections	Clear connections are made through specific reference to course materials (websites, articles, texts). Specific examples are used to connect concepts to personal experiences.	Connections to course materials and/or personal experiences Are not specific or lack elaboration and detail.	Connections are vague and do not address both course materials and personal experiences.
Replies Must reply to 2 colleagues to receive any credit	Replies show insight, depth and understanding. They connect with the original post and add to that post by including references to supporting material (e.g., URLs, files). Personal opinion is appropriately expressed and clearly related to the original post. Thoughtful questions were posed to further discussion of the topic.	Replies are rather simple but show some insight, depth, or connection to original post. Some material may be irrelevant, but personal opinion is expressed. Questions were posed to further discussion of the topic.	Simple replies that lack insight, depth, or are superficial. Entries tend to be short and frequently irrelevant to original post. Does not express opinion clearly. No questions were posed to further discussion of the topic.
Timeliness of Posts 1....11	Original post and all replies should be posted at least 72 hours prior to the due date to allow for others to read, analyze and post responses and to promote deeper thinking and promote further dialogue.		
			Total ---/20

Module Application Assignments (20 points each; 100 points total)

Some modules contain an activity assignment to be submitted by the scheduled due date listed in the course schedule. Some of these activities include components of your final report, and some will help you develop your coaching skills and literacy instructional knowledge. All assignment details can be found in Canvas.

Module 2

- Literacy Program Evaluation Survey
- Teacher Needs Survey Activity

Module 3

- Literacy Coaching Article Review Activity

Module 4

- Intervention & Coaches Article Review Activity
- Intervention Analysis Activity

Literacy Program Evaluation Report (100 points)

A major assignment for this course is for students to develop and submit an evaluation report (8-10 pages, including references) of their school site's literacy program. The report will provide the strengths, weaknesses, and recommendations for the literacy program and for future teacher professional learning experiences. Students will use tools and guidelines from course modules to construct the report. The report components will be written and submitted as assignments throughout the course modules. The final paper will synthesize all of these assignments. The rubric below describes the evaluation criteria for this report.

LEE 254 PROGRAM EVALUATION REPORT RUBRIC			
Components	Excellent 10 pts	Fair 5-9 pts	Poor 1-4 pts
Literacy Instruction- Use Literacy Program Evaluation Survey Module 2			
Report high/low presence of the following areas: Groupings; Approaches; Comprehension; Word Study; Reading/Writing Connections; Assessment	All areas thoroughly described.	Not all areas mentioned or thoroughly described	Few areas are listed and description lacks many of the key components.
Instruction Analysis Use resources & textbook- Mod 2 to analyze components	Clearly written and accurately reflects data provided. Thoroughly synthesizes the strengths/weaknesses of all components. Analysis is supported by at least 2 APA cited references to current research.	Analysis is clearly written and accurately reflects data provided. Strengths/weaknesses are not clearly synthesized across all components. Analysis is supported by at least 1 APA cited reference to current research.	Not clearly written; does not accurately reflect data provided. Strengths/weaknesses not synthesized across all components. No references to current research.
Instructional Materials- Use Literacy Program Evaluation Survey Module 2			
Report high/low presence of the following areas: texts, books, workbooks, videos, technology	Types and frequency of use of instructional materials clearly described.	Not all areas mentioned or thoroughly described	Few areas are listed and description lacks many of the key components.
Materials Analysis Use resources & textbook- Mod 2 to analyze components	Analysis is clearly written and accurately reflects data provided, clearly synthesizes the strengths/weaknesses of this area and is supported by at least 2 APA cited references to current research.	Analysis is clearly written and accurately reflects data provided. Strengths/weaknesses are not clearly synthesized across all components. Analysis is supported by at least 1 APA cited reference to current research.	Not clearly written; does not accurately reflect data provided. Strengths/weaknesses not identified. Not supported by references to current research.
RTI (Interventions)/ Assessment Practices- Use Intervention Analysis Activity- Mod4			
Describe tiers How many levels? What are they like? When? Who teaches?	All levels of interventions listed and thoroughly described. Includes program names, materials, schedules, grouping, and instructor qualifications.	All levels of interventions listed, and most thoroughly described (classroom/ pull-out). Description may not include all key elements.	Few levels of interventions are listed and description lacks many of the key components.

Describe Assessment What tools? How administered? How analyzed? What purpose?	Tools used to measure student learning in various grade levels are presented and thoroughly described. Includes how tools are used for placement, monitoring, and transition out of programs.	Tools are listed, and most are thoroughly described. Description may not include all key elements: placement, monitoring, transition.	Tools are listed and descriptions lack many of the key components.
RTI Analysis Use resources & textbook- Mod 4 to analyze components	Clearly written and accurately reflects data provided. Thoroughly synthesizes strengths and weaknesses of all components. Supported by at least 2 APA cited references to current research.	Analysis is clearly written and accurately reflects data provided. Strengths/weaknesses are not clearly synthesized across all components. Analysis is supported by at least 1 APA cited reference to current research.	Not clearly written; does not accurately reflect data provided. Strengths/weaknesses not clearly synthesized across all components. No references to current research.
Recommendations For PD			
Professional Development Use Teacher Needs Survey & Professional Learning Analysis Mod 2 1. Report Teacher Needs Content; 2. Identify Needs based on sections above; 3. Describe PD format; 4. Use refs to support recommendations	Clearly identifies areas of need for future PD. Content of PD is strongly supported by evidence in the report and formats for PD are supported by at least 2 research references from PD literature and Adult Learning Theory literature.	Report identifies most areas of need for future professional development. Some content of PD is not supported by evidence in the report and recommended processes/formats for PD are supported by less than 2 research references from PD literature and Adult Learning Theory literature.	Report does not identify need for future professional development. Many PD recommendations not supported by report or 2 research references from PD literature and Adult Learning Theory literature.
Format/Writing Conventions			
Writing Mechanics	Excellent scholarly writing. Organization is logical. Report is carefully written and edited, free of serious grammar, syntax, spelling and punctuation errors.	Organization is adequate but at times difficult to follow. Report shows some signs of editing, but needs more care to address grammar, syntax, spelling and punctuation errors.	Report is disorganized and difficult to follow. Report contains serious grammar, syntax, spelling and punctuation errors.
APA Requirements	All citations provided in body of text and reference section Accurately adheres to APA style in formatting, organization, and construction.	Minor errors in formatting of the citations	The paper does not follow APA guidelines for in text citations or references

The instructor reserves the right to substitute or adapt assignments according to the progress and needs of class participants.

Tentative Course Schedule
See specific due dates in Canvas

Week	Topic	Assignment
1	Course Orientation LIVE Synchronous Session	Complete Orientation Module <ul style="list-style-type: none"> • Course & Module 1 Overview • Create YouTube channel
1 & 2	Module 1 Literacy Education & Literacy Leadership	Module 1: <ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Vogt & Shearer (2019) ch 1-2 ○ Rowley (1999) • Literacy timeline discussion • Initial coaching self-assessment survey • Coaching analysis discussion
3 & 4	Module 2 Effective Instruction, Needs Assessment & Professional Learning LIVE Synchronous Session	Module 2: <ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Vogt & Shearer (2019) ch 8-9, & 11 ○ Silvers & Phinney (2008) ○ Hart & Lee (2003) • Watch: Overview of Standards for Professional Learning • Literacy program evaluation survey • Professional learning analysis and discussion activity <ul style="list-style-type: none"> ○ Teacher needs survey
5 & 6	Module 3 Effective Coaching LIVE Synchronous Session	Module 3: <ul style="list-style-type: none"> • Watch: Navigating Challenges • Literacy coaching article review • Coaching analysis discussion <ul style="list-style-type: none"> ○ 1st coaching video • Program Evaluation Report • 2nd Coaching Video
7 & 8	Module 4 Literacy Interventions & Differentiated Instruction	Module 4: <ul style="list-style-type: none"> • Reading: Vogt & Shearer (2019) ch 6 • Intervention research review • Intervention analysis activity • Coaching analysis discussion <ul style="list-style-type: none"> ○ 2nd coaching video • Literacy program evaluation report