EDU 672: Literacy Program Evaluation and Implementation

Instructor Info:
Colleen Pennell, PhD.
Education Hall 207
Phone: 262-7129
Office Hours: Tues and Thursday 2-4 and by appointment.

Course Description:
This course is designed to provide candidates with opportunities to explore issues and trends related to the administration of literacy programs in PK-12 environments. Candidates will explore the roles and responsibilities of the Reading Specialist through investigation and analysis of textbook and assessment adoption policies and procedures, censorship issues and research-based literacy practices and programs including Culturally Relevant Pedagogy.

Student Learning Outcomes
The program reflects the Wisconsin Administrator (WA) and the International Literacy Association (ILA) Standards.
Upon successful completion of the course a candidate will:
1. Critically evaluate past and current research, theory and practice related to literacy. (ILA #1; WA #1)
2. Examine personal philosophical, theoretical and socio-cultural assumptions about literacy teaching and learning and the impact on candidate’s current practice. (ILA #1; WA #1)
3. Evaluate literacy on a systemic level by critically analyzing the organization and implementation of reading and writing programs and instruction in their educational setting. (ILA #2, 5; WA #2)
4. Articulate issues, trends and policy related to literacy curriculum and instruction. (ILA #4, 5; WA #5)
5. Demonstrate an understanding and ability to identify literacy programs and curricula, which represent the needs of all learners. (ILA #1, WA #3)
6. Based on adult learning theory, design professional development programs which reflect educator and programmatic needs. (ILA #6, WA #2, 3)

Textbooks

Student Assessment
Student progress will be assessed using a number of formative and performance-based assessments including:

1. Participation (15%). This program offers many opportunities for growth and learning. Opportunities include considerable discussion, in-class activities, assignments and group work. In addition, as a member of a community, understanding and growth are influenced by the social nature of this program. Therefore it is your responsibility to your own
growth and understanding as well as to your fellow community members that you attend class and interact significantly. Students who miss class are subject to grade reduction. (L.O. #1-5)

2. **Academic Reflections (10%)** – prepare assigned reflections that include synthesis of course discussions and provide tie in to relevant research and theory. (L.O. # 2)

3. **Literacy Program Review and Professional Development Plan (25%)**- Conduct a review of evidence-based literacy programs including practices and assessments (diagnostic, progress monitoring and summative). Examine the impact of the programs and practices, including alignment with the ILA Assessment Standards on the literacy development of all learners. Based on the findings, assess necessary professional development needs to implement the program with fidelity. (L.O. # 3, 6)

4. **Site-based Literacy Evaluation (25%)**- - Identify and evaluate the effectiveness of literacy programs and practices within your school site. Prepare a report which assesses the quality of your school or classroom literacy environment including analysis of strengths and needs. The report should include an analysis of literacy theory and research. (L.O. #3, 4)

5. **Issues and Trends Contributions (25%)**– Review current issues (e.g. censorship, assessment, achievement gap, etc.) addressing literacy curriculum and instruction found in local, national or global news sources, social media and/or educational journals. Bring a source with you to class each month to share and discuss. (L.O. #1-5)

**Evaluation Requirements:**
The program is built on the premise that successful participants demonstrate competencies at a mastery level according to rubrics aligned with all assessments.

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**Campus Information**

**General Policy Statements**

**Accommodation for Disabilities** - Reasonable accommodation for students with disabilities will be provided according to the needs and documentation of the disability. Accommodation requests
should be made through the Walter Young Center (262-524-7335). Carroll University’s ADA and 504 procedures will be followed.

**Statement on Academic Integrity** – The Carroll University Academic Integrity Policy is located in your student handbook. You should familiarize yourself with it. If a student violates this policy in any way, you may receive a sanction of failure on the assignment/exam or failure in the course. If you have any questions about appropriate citations, please ask.

**Modifications to the syllabus** - The instructor and the university reserve the right to modify, amend or change the syllabus (schedule, course requirements, grading policies, etc) as the curriculum and/or program require(s).