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The Write Stuff: Strategies for

Effective Literacy Teaching

2024 Literacy Leaders Conference

EDPD 699

Semester: Spring 2024

**Professors**:

LeAnn Johnson Terresa Kepner

**Email:** LJohnson@shepherd.edu EMAIL: TKepnerl@shepherd.edu

Office Phone: 304-876-5508 Office Phone: 304-876-5291

**Office**: 103D Knutti Hall Office: 103C Knutti Hall

Shepherd University Shepherd University

P.O. Box 5000 P.O. Box 5000

Shepherdstown, WV 25443-5000 Shepherdstown, WV 25443-5000

After reviewing this syllabus, please feel free to contact us if you have any questions.

**Description of Course**

The purpose of the Literacy Leaders Conference is to present teachers and teacher candidates with effective methods for improving literacy teaching for P-12 students so that they can then be change agents in their schools. This course is tied to conference attendance where you will have the opportunity to interface directly with other educators who face challenges that are common to literacy learning and to learn new methods for meeting the needs of their students. Following the conference you will do additional research regarding instructional elements learned at the conference, put them into practice in your own classroom, and evaluate the impact of those changes on student learning. However, your role as a literacy leader does not end with improvement to your own instructional practice, but should extend to sharing and supporting others in your school. Consequently, the final element of the course will involve a project requiring you to share and support others as the ‘expert’ in the area of your personal research and application.

Learning Outcomes: Upon successful completion of this course, you should be able to:

* Think critically about current literacy practices,
* Evaluate potential new literacy practices that could improve learning outcomes,
* Set leadership goals for implementing positive change within your current circle of influence.
* Develop and implement a plan for leading a change that impacts literacy learning outcomes.
* Evaluate evidence of learning that results from the implementation of the plan.

The Teacher Education Program at Shepherd University is committed to the idea that knowledge enables one to make informed choices, to actively participate in the shaping of one’s own life and the shaping of the social, cultural, political and economic structures of a democratic society. Education should empower all students and teachers to do this. Our purpose is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all P-12 students.

**Registration:**

Registration is a two-step process.

* First you will need to register for the Literacy Leaders conference. Information can be found at www.jcwvreads.org. Preregistration is $25. Walk in openings may be available as space permits for $40 on-site.
* Second, you will need to register for the EDPD Option at Shepherd University by contacting the Graduate Studies office at graduate-studies@shepherd.edu to submit the registration form.  Cost is $198 for 3 credits.

**Accessing Your Shepherd Account.**

Once your course registration has been processed by Graduate Studies, a Shepherd Student Account will be set up for you. This account will be associated with a Shepherd ID, Email Account, User Name, and Password. You will need this information in order to access the course management system (Brightspace), see final grades, and order a transcript.

**EDPD 699 is a graduate level professional development option. Consequently, written assignments should be well organized, present information clearly using correct professional language, and be free from all mechanical errors.**

**All EDPD Courses are pass/fail. An S at Shepherd University indicates a passing grade and translates into a C or better.**

**Assignments:**

**Attendance (8 hours)**

Attend the full day of the Literacy Leaders conference, February 24, 2024 selecting those workshops that are most relevant to your current instructional duties. Note those practices that could be used successfully in your classroom/school.

**Conference Reports (5 Hours) Due March 9, 2024**

At the conference, you will have the opportunity to attend a plenary session and four workshops. Prepare a 1 page description of the most valuable things you learned in each of these 5 sessions.

**Extended Learning Independent Research** **(10 Hours) Due March 23, 2024**

Select one of the things you learned about. Locate at least 5 articles in the professional literature to learn more about that topic’s theoretical background, various applications, research support, etc. Prepare an annotated reference list highlighting the most important things you learned from each article/resource.

**Select 1 of the Two Following Options for your Application Project (25 Hours) Due April 13, 2024**

With both of these options, it is important that you work within your circle of influence. Your circle of influence can be defined as “the things you can do something about” as compared to your circle of concern, “things which you may care about but over which you have little or no control” (Covey). You should also keep in mind that large change is a long-term process. For the purpose of these assignment options, you have a relatively small window of time. Consequently, you need to be thoughtful regarding your selection and the scope of what you attempt.

**Assignment Option 1**

**Option 1 involves trying out something learned from the conference and your subsequent research and sharing it with another individual that you feel would benefit from it. The report that you submit has 5 parts**

**Contextual Evaluation (10%)**

* Describe your current position in relationship to literacy instruction in your school. Who and what do you have influence over? What personal characteristics do you have that will help you implement new ideas in your classroom and share them with others? What potential hurdles might you face in trying new ideas before sharing them?
* Describe the current literacy practices within your circle of influence. What elements of current practice are resulting in positive student growth (support with evidence)? What elements of current practice could be improved (support with evidence) in order to better meet students’ learning needs?

**New Practice Description (10%)**

From your conference reports and independent research, identify a practice that you believe would have a positive impact on literacy learning in your classroom. Identify the workshop the idea originated in and then describe the practice along with any modifications you would need to make in order to use it successfully given the above described context.

**Implementation Plan (30%)**

Develop a lesson plan that incorporates the described method into your instruction. Each lesson plan can be designed with the whole class, a small group or even an individual student in mind. The lesson plan should include the following:

* 1. Brief descriptive information about the teaching environment (how many students, what age group and/or academic abilities).
	2. Standard(s) addressed by the lesson.
	3. Objective(s): Indicate what specific learning outcomes you expect students to achieve from the lesson.
	4. Assessment: Describe how you will collect evidence that students met the specified objectives and what your criterion for ‘success’ is in regard to this evidence.
	5. Procedures: Write your procedures in sequential steps from the perspective of what the teacher will do instructionally to teach.

**Reflection (15%)**

After implementing the lesson with your students, reflect on how it went. The following questions are provided to guide your reflection, but should not limit it.

1. Given the lesson objective, how well did the method work? Be sure to reference the evidence of learning that you collected.
2. What were the advantages and disadvantages of the selected method?
3. Are there other modifications you would make to increase the effectiveness of the method?

The lesson plan should be approximately 1-2 pages, single spaced in length. The reflection of each lesson should be approximately 2-3 pages double spaced. Please use a 12 point standard font such as Times New Roman.

**Sharing Report (35%)**

Now that you have used the new method and are well-versed in its use, share the method with another person in your school who could benefit from this knowledge. Assist that person as necessary in trying it out (with any added modifications needed to make it successful in the new environment).

Reflect on the process of being a Literacy Leader in your school as you shared a new idea with others. Report back on the following:

* Describe what you did to share the new method.
* What things did you have to consider when preparing to share a new idea so that someone else would want to ‘try it?”
* What kind of support did you have to provide in order to help them be successful with the new method?
* What hurdles or challenges did you face in sharing successfully?
* What future goals do you have as a literacy leader in your current situation?

The sharing report should be about 2-3 pages double spaced in length.

Include your name, email, and phone number at the top of the file. Save the file as your name sharing.doc. It is important that you include your name both within the file and in the file name in order to minimize the potential for mix ups. Once you have saved the file as your name sharing.doc. Submit as an attachment to the Assignments tool in BrightSpace.

Feedback will be provided through the assignments tool.

If you work with another individual who is completing this EDPD Credit Option, please be sure to clarify who you work with along with his or her contact information at the top of this assignment in addition to your own contact information. Team planning and implementation is acceptable as long as the contextual evaluation clearly describes the role each team leader plays and the procedures clearly reflect the tasks that each team leader will take during implementation. After implementation, each team leader is responsible for independently writing up and submitting their own implementation report with an emphasis on their respective roles.

Similarly, it is acceptable to work as a team in sharing the new method with others; however, each team leader is responsible for submitting their own sharing report with an emphasis on their role in sharing a new method with others. Each team leader should also include a short section discussing the pros and cons of working as a team rather than as an individual in sharing new ideas with others.

**Assignment Option 2**

**Option 2 involves developing a full workshop based on conference content. It is not acceptable to simply re-create a workshop you attended. Rather the workshop should take the things you learned and be designed for your unique audience. Because of the time limit, you are not expected to actually implement the workshop before turning in the following documents.**

**Word Document with the following Sections:**

*Literacy Conference Connections*

From your conference reports and independent research, provide a brief description of what you learned that you will be sharing in your own workshop.

*Audience*

Identify the anticipated adult audience (teacher team, school, administrators, parents/community…) you are designing your workshop for. Provide details indicating the needs these individuals have that will be met by your workshop.

*Goals/Outcomes*:

Identify skills that should be acquired by participants engaged in the training. Make sure that these outcomes match the needs identified for the audience.

*Key Concepts/Background Information*:

Provide an outline of the main ideas to be conveyed in the workshop.

*Learning Activities*:

Provide a list of the active learning opportunities you will build into your workshop that promote improved teacher knowledge, skills, and dispositions needed to achieve your stated outcomes. For each activity you will use in the workshop, identify the purpose of the activity, materials needed, and steps you will follow for implementing the activity with attendees. (Materials to be used for carrying out the workshop should be attached – see note below).

*Next Steps: Ideas to Extend Practice*:

An important element of a successful workshop is to motivate attendees to continue learning and apply what they learn to practice. Identify those elements in your workshop where you have explicitly supported application of workshop content to the real world and/or engaged attendees with content that they can continue to learn from (additional resources).

*Reflection*:

Reflect on your role as a literacy leader in developing a workshop for others. Don’t restrict your reflection, but consider including your thoughts on the process of determining what the workshop should include given recognized needs in your school, personal characteristics you have that would help you ‘pitch’ the workshop to those who would benefit from it, and how you might follow up after teaching the workshop to determine if it had a positive impact on attendees literacy teaching and student learning.

If you work with another individual who is completing this EDPD Credit Option, please be sure to clarify who you worked with along with his or her contact information at the top of this document in addition to your own contact information. Team planning and implementation is acceptable as long as you clearly describe the role and contribution of each person in the development and planned implementation of the workshop.

The reflection piece must be done separately by each member of collaborative teams with an emphasis on their contributions and role. Each team member should also include a short section discussing the pros and cons of working as a team rather than as an individual in developing and implementing a workshop.

**Additional Word or PowerPoint Documents**

Provide copies of handouts and other materials that will be used in the delivery of the workshop. These additional files may include the following:

Handouts for participants

Pictures of key materials that will be used in the workshop

Slide presentations that support delivery and attendee engagement

PDFs of printed materials that attendees could use with students.

Pictures of student project examples to illustrate potential outcomes

Other

NOTE: Please include your name, email, and phone number on all files. Include your name in the file name of all files to be shared (i.e. SusanSmith\_Workshop.doc or Susan Smith\_slideshow.ppt). It is important that you include your name both within the file and in the file name in order to minimize the potential for mix ups. Once you have saved files with your name in the file name, submit to Assignments in Sakai. Be sure to upload all necessary files before submitting for grading/review.

Feedback will be provided through Brightspace. Be sure that you have set up your passcode with your Shepherd ID so you can access Brightspace.