



*Professional Development in Education
EDPD 699 Literacy Leaders Conference*



2016 Literacy Leaders Conference
EDPD 699 Read Write Excite!
Semester: Spring 2016

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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.

Schools are under increasing pressure to demonstrate improved learning outcomes. However, with the many tasks that teachers and administrators face, it is often easy to maintain current practices. This course is designed to do the following:

- Help you think critically about current literacy practices,
- Evaluate potential new literacy practices that could improve learning outcomes,
- Engage in leadership experiences based on sharing your knowledge to impact literacy learning within your current circle of influence.



Professional Development in Education EDPD 699 Literacy Leaders Conference

The Shepherd University Education Department TARPS framework (Teacher as a Reflective Problem Solver) will be used as the operating framework to encourage teacher leadership in the quest for better literacy learning for students.

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.jcwwreads.org. Preregistration is \$20. 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 Karen Rice, Director of Continuing Education and Lifelong Learning in the Graduate Studies office. krice@shepherd.edu Cost \$147 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 (Sakai), see final grades, and order a transcript. Directions for obtaining this important account information can be found at <http://www.shepherd.edu/itservices/student/index.htm>

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.

Expectations:

Attend the full day of the Literacy Leaders conference selecting those workshops that are most relevant to your current instructional duties. Note those practices that could be used successfully in your school as you complete one of the following assignment options. **Be prepared to submit your final project to Sakai using the Dropbox feature.**

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



Professional Development in Education *EDPD 699 Literacy Leaders Conference*

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 Options (Due to Sakai by May 2, 2016)

Assignment Option 1 : Implement and Share New Practice

Option 1 involves trying out something learned from the conference 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 notes, 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:

- a. Brief descriptive information about the teaching environment (how many students, what age group and/or academic abilities).
- b. Standard(s) addressed by the lesson.
- c. Objective(s): Indicate what specific learning outcomes you expect students to achieve from the lesson.



Professional Development in Education

EDPD 699 Literacy Leaders Conference

- d. 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.
- e. 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?

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 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. The sharing report section of the assignment 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



Professional Development in Education EDPD 699 Literacy Leaders Conference

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 to the Dropbox on Sakai.

Feedback will be provided through Dropbox on Sakai.

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: Workshop/Professional Development Plan

Option 2 involves developing a full workshop based on conference content. Because of the time limit, you are not expected to actually implement the workshop before turning in a Workshop/Professional Development Plan containing the following parts.

Workshop/Professional Development Plan

Select a topical focus from the Conference content for a workshop you might provide for school staff or parents. Develop a plan for the workshop including the following components:

- Title:
- *Audience*: Identify anticipated audience
- *Goals/Outcomes*: Identify skills that should be acquired by participants engaged in the training.
- *Key Concepts/Background Information*: Main ideas to be conveyed in the workshop
- *Learning Activities*: Active learning opportunities that build knowledge, skills, and dispositions needed to achieve stated outcomes. For each activity,



Professional Development in Education *EDPD 699 Literacy Leaders Conference*

identify the purpose of the activity, materials needed, steps to be taken, and tips/needed information for implementing the activity.

- *Visuals/Handouts*: Include any visuals (i.e. power point) and handouts for participants.
- *Next Steps: Ideas to Extend Practice*: Include a list of resources (i.e. articles, books, and/or websites) for participants to further their understanding and/or provide follow up activities or strategies.

NOTE: Please Include your name, email, and phone number at the top of the file. Save the file as your name_workshop.doc. (i.e. : Susan Smith_Workshop). 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 workshop.doc Submit to the DropBox in Sakai. Include any other files necessary such as your power point and/or handouts for participants.

Feedback will be provided through Dropbox on Sakai.

If you work with another individual who is completing this EDPD Credit Option, please be sure to indicate your work partner along with his or her contact information at the top of this assignment in addition to your own contact information.