Course Information

Leading for Literacy: A Reading Apprenticeship Approach

Course Instructor:

    Heather Howlett
    Strategic Literacy Initiative, WestEd
    hhowlet@wested.org
    (517)304-2545

Enrollment Information:

    Margot Kenaston
    Strategic Literacy Initiative, WestEd
    mkenast@wested.org
    (510)302-4287

Course Description

General Description

This fifteen-hour course is designed to guide teacher leaders, coaches, and administrators through the nuts and bolts of implementing the Reading Apprenticeship Framework more deeply at their schools. The learning activities include responding to texts, videos, and online discussions in the course environment, and trying out protocols with colleagues at your school. **You must be able to meet with another teacher or team of colleagues with whom you can practice what we are learning in the course.** You will need to devote approximately two hours to reading, viewing, and posting for each module in the course environment. In addition to that, *you will be practicing the protocols you are learning about with colleagues at your school and will need to plan accordingly.* Guidance and feedback are offered by peers in the course and the instructor, who has extensive Reading Apprenticeship coaching experience. We have created a course activity guide to assist you in organizing your time and scheduling team meetings.

Learning Outcomes

By the end of this course you should be able to:

- Generate authentic buy-in from teachers and administrators
- Use formative assessment to promote teacher and student growth
- Provide support for a strong, long-term, content-literacy program
- Create communities of practice that sustain an institutional focus on a student-centered, strengths-based culture of literacy

Technical Requirements

- Operating Systems: Windows 7 (and newer), Mac OSX 10.6 (and newer), Linux – Chrome OS

- Computer Speed and Processor: Use a computer not more than 5 years old when possible, 1GB of RAM, 2GHz processor
- Internet Speed: Minimum of 512kbps

Course Structure and Tools

This course is conducted entirely online. You will participate in the course using our learning management system called Canvas. The other tools we use are Google Drive and NowComment. Both tools are embedded within Canvas.

Course Communication

Announcements

Announcements will be posted in Canvas on a regular basis. They will appear on your Canvas dashboard and the course home page. You can directly access all the announcements using ANNOUNCEMENTS in the course navigation menu (located on the left of your screen in white).

Announcements can also be sent to you directly through your preferred method of notification from Canvas. Please make sure to check them regularly, as they will contain any important information about upcoming activities or class concerns.

Email

In this course, we will use INBOX in the Canvas navigation menu (located on the far left of your screen in green) to send email for private messages. Please check your messages regularly. They can also be sent to you directly through your preferred method of notification from Canvas.

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments or course materials. Please send your questions to the instructor through INBOX. During the week (M-F) the instructor will check for messages and monitor the discussion forums several times a day. If you have a concern and send a message, you can expect a response within one business day.

Discussion Forums

Discussion Forums are crucial in this course, as they are the only way we engage as a group about the course content. Each module will have multiple discussion forums, some occurring in Canvas and some in NowComment. The most efficient way to access our various discussions is through MODULES in the course navigation menu (located on the left of your screen in white). To get credit for each discussion, you will need to follow the Discussion Forum Expectations.

Course Assignments

Course Text and Recommended Reading

Included with the course fee is a digital copy of our textbook, *Leading for Literacy*. We will be reading and discussing excerpts of the book throughout the course. We highly recommend reading the book in its entirety on your own.

Important Dates

The due dates for assignments can be found in CALENDAR in the Canvas navigation menu (located on the far left of your screen in green). They can also be found in SYLLABUS in the course navigation menu (located on the left of your screen in white). Please review these. In addition, reminders will be posted prior to the due dates in ANNOUNCEMENTS.

Modular Learning Cycle

The course content is structured by modules. Each module is two weeks long and you will need to complete the following:

- read about and watch video of Reading Apprenticeship in action and collaborate in NowComment discussions (these activities are labeled as "Read" in the course)
- practice the protocols we are learning about together in small or whole group discussions in Canvas (these activities are labeled as "Read" in the course)
- try out the protocols with colleagues at your school and then post your reflections about your implementation in Canvas discussions (these are labeled as "Apply" in the course)

It is best to complete each activity of a module in sequential order.

Apply

An important benefit of this course is the direct application of what you are learning to your context. There is an "Apply" task for each module in the course. ***You must be able to meet with another teacher or team of colleagues at your school with whom you can practice the protocols we are learning about and will need to plan accordingly.*** This is a critical part of your professional learning. We have created a course activity guide to assist you in organizing your time and scheduling team meetings.

Grading Criteria

Points

Each assignment is worth one point. It is either complete (1 point) or incomplete (0 points). **Most of the graded assignments are discussion forum posts in Canvas or NowComment**, so please be sure to review the Discussion Forum Expectations.

Grades

You can view your grades using GRADES in the course navigation menu (located on the left of your screen in white). Please check your grades regularly to make sure the instructor has recorded all your assignments. If you have a question about a grade, email the instructor through INBOX. Please do not post your personal concerns in a discussion forum.

Course Completion Badge

This course offers a Course Completion badge. You can download a portable Open Badge image to include just about anywhere: your email signature, blog, digital resumes or transcripts. You can share your digital badge to social media sites via URL such as Facebook or LinkedIn. You can also print out the Course Completion Badge page as proof of course completion.

To earn a badge for this course, you must receive one point ("complete") for all assignments and must complete all parts of all course modules.

Course Schedule

The following is an outline of course activities. **REMEMBER:** *You must be able to meet with another teacher or team of colleagues at your school with whom you can practice the protocols we are learning about and will need to plan accordingly*. We have created a course activity guide to assist you in organizing your time and scheduling team meetings.

MODULE   ASSIGNMENTS

1   **Course Orientation and Setting the Social and Personal Dimensions for Inquiry**
- Review Course Overview and Syllabus
- Set Up Your Canvas Profile
- Practice with the NowComment Document Discussion Tool by commenting on a text, "Building Professional Capacity to Advance Student Literacy" (pp. 61-62 from *Leading for Literacy*)
- Read: Setting Norms for Collaboration and Risk Taking—add to our community norms on Padlet
- Read: Building Our Community Through Our Reading Apprenticeship Histories—contribute to a Canvas discussion
- Read: Why Inquiry?—post in NowComment on excerpt from *Leading for Literacy*, pp. 50-52
- Apply: Establishing Our Inquiry and Setting Learning Goals—contribute to a Canvas discussion

2   **Consulting with Colleagues**
- Read: Check-In, Exchange, Reflect Protocol—post in NowComment on excerpt from *Leading for Literacy*, p. 144
- Read: PLC Video Case—post in NowComment on video
- Read: Reading Apprenticeship Descriptive Consultancy Protocol—post in NowComment on excerpt from *Leading for Literacy*, p. 147
- Read: Consultancy Close-Up—post in NowComment on excerpt from *Leading for Literacy*, pp. 149-151
- Apply: Using a Sharing Protocol—try using a protocol with your colleagues at your school, then contribute to a Canvas discussion

3   **Looking Closely at Student Work**
- Read: Text and Task Analysis Inquiry—post in NowComment on excerpt from *Leading for Literacy*, pp. 122-124
- Read: Practice Text and Task Analysis with a Text—practice this routine and submit your document in Google Drive
- Read: Student Work Protocol with Text and Task Analysis—post in NowComment on excerpt from *Leading for Literacy*, pp. 158-163
- Read: Practice the Student Work Protocol—post in NowComment on sample student work
- Apply: Using a Student Work Protocol—try using a protocol with your colleagues at your school, then contribute to a Canvas discussion

4   **Building Pedagogical Knowledge**
- Read: What Does a Reading Apprenticeship Classroom Look Like?—post in NowComment on excerpt from *Leading for Literacy*, pp. 289-291
- Read: Inquiring into Vignettes—post in NowComment on excerpt from *Leading for Literacy*, pp. 174-177
- Read: Science Text Used in Video Vignette—complete a text and task analysis and submit your document in Google Drive
- Read: Practice the Classroom Vignette Protocol—post in NowComment on classroom video
- Apply: Inquiry into a Vignette—try using a protocol with your colleagues at your school, then contribute to a Canvas discussion

5   **Observing in Colleague's Classrooms**
- Read: ELA Text Used in Classroom Video—complete a text and task analysis and submit your document in Google Drive
- Read: Practice a Classroom Observation Protocol—post in NowComment on classroom video
- Read: Making Framework-Focused Observations—post in NowComment on excerpt from *Leading for Literacy*, pp. 178-183
- Apply: Classroom Observations—try using a protocol with your colleagues at your school, then contribute to a Canvas discussion

6   **Inquiring into Teacher Practice**
- Read: Setting Learning Goals—post in NowComment on excerpt from *Leading for Literacy*, pp. 76-77
- Read: Reflecting on Growth—post in NowComment on excerpt from *Leading for Literacy*, pp. 184-186
- Read: Reading Apprenticeship Teacher Practice Rubric—post in NowComment on excerpt from *Leading for Literacy*, pp. 255-261
- Apply: Setting Goals and Reflecting on Growth—try using a protocol with your colleagues at your school, then contribute to a Canvas discussion