



CABRINI
COLLEGE

GRADUATE STUDIES

EDG 593 Growth through Community

Semester:	Summer I 2016
Credits:	3 Graduate Credits
Meeting times:	4:15 p.m. – 9:00 p.m.
Place:	Susquehanna Township
Instructor:	Barbara S. Kehr, Ed.D.
Office Hours:	By Appointment
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Cabrini College Mission

Education of the Heart

Cabrini College is a Catholic institution of higher education dedicated to academic excellence, leadership development, and a commitment to social justice. The College welcomes learners of all faiths, cultures, and backgrounds and prepares them to become engaged citizens of the world.

Cabrini College Core Values

As the principal component of graduate offerings at Cabrini, the College's graduate program reflects fundamental elements of the College mission, most specifically the shared core values of

- Respect—Consistent demonstration of integrity, honesty, respect and trust;
- Community—Demonstration of concern for the personal and professional well-being of others;
- Vision—Willingness to take risks for the sake of the College and, especially, the students, and willingness to be open, stand up for one's beliefs, challenge others, admit mistakes, assume responsibility, and change one's own behavior when necessary; and
- Dedication to Excellence—Commitment to a performance based work culture characterized by a shared expectation of proficiency, effectiveness and hard work and by proficiency in interpersonal communication, teamwork and organization. (Cabrini College, Graduate Programs, 2010-2011 Catalog, p. 5)

Graduate and Professional Studies Vision

From a programmatic perspective, the graduate curriculum is designed to imbue these program values through instruction that assists students to

- gain competence in their chosen field of study or subject matter area;
- establish methods of inquiry, research and problem solving;
- gain confidence as a leader in their profession; and
- serve others, having received an “education of the heart.” (Cabrini College, Graduate Programs, 2010-2011 Catalog, p. 5)

Program Mission Statement

Cabrini College’s Reading Specialist, K-12 certification program is grounded in seminal theory research from educational psychology, cognitive psychology, linguistics, socio-cultural perspectives, communities of practice, and classroom-based qualitative methodologies. Its goal is to provide candidates with the theoretical foundation, fieldwork and opportunities for embedded practice need to a) gain competence as literacy professionals, b) acquire the skills needed to engage in inquiry, research and data-based problem-solving and c) demonstrate the capacity to serve as an educator, colleague and mentor with the Cabrinian spirit of demonstrating special concern for those children, youth, and persons who are in need.

Course Description:

This course provides reading specialist candidates the opportunity to synthesize information and experiences from previous courses, expand on essential learnings, and learn and share a new literacy routine. Certification candidates will be engaged as seminar participants, research fellows, literacy coaches and reflective practitioners. In addition, each candidate will be visited twice in his/her work setting by a Cabrini Supervisor. These visits are supportive and collegial, allowing for authentic reflection and collaborative analysis of teaching practices.

Learner Outcomes

Graduate Goal: Work towards artistry in the teaching Reading and the Language Arts

Learner Outcome	Alignment with PDE Standards	Alignment with IRA Standards
1. Create strong developmental literacy-learning environments for children as well as construct a supportive learning environment in which colleagues can gather for problem-solving, reflective practice and the collaborative use of resources.	I.A., I.B., I.C., II.A., II.B., II.C., III.A., III. B. III.C.	5.1, 5.2, 5.3, 5.4
2. Demonstrate theory-based best practices with a small group of learners who are meeting challenges with one aspect of the literacy-learning process. These practices should include: a) use of both formal and informal assessment protocols, b) documentation of the candidates' ability to organize and archive assessment data, and c) clear evidence that assessment data has been used to inform instruction.	I.A., I.B., I.C., II.A., II.B., II.C., II.D.	2.1, 2.2, 3.1, 3.2

Graduate Goal: Establish methods of inquiry, research and problem-solving

Learner Outcome	Alignment with PDE Standards	Alignment with IRA Standards
3a.. Integrate into their practice an instructional literacy routine not yet fully integrated into their daily or weekly rhythm, specifically, “use of nonfiction mentor texts to teach expository writing” (Cappelli and Dorfman, 2008). Embedded within this experience, candidates will engage in ongoing inquiry and reflective practice via journaling and sustained dialogue with a colleague for the purpose of working through the informational and management concerns that accompany literacy initiatives.	I.A., I.B., I.C.	2.2, 6.1
3b. Develop mastery of and positive dispositions towards personal and collegial inquiry and problem-solving.	III.A., III.B., III.C., III.D.	6.1

Graduate Goal: Gain confidence as a leader in the profession

Learner Outcome	Alignment with PDE Standards	Alignment with IRA Standards
4. Engage in the reflective-analytic cycle with a College Supervisor to gain expertise and greater self-knowledge as a literacy professional through the mentoring processes	III.A., III.B., III.C., III.D	6.1, 6.2, 6.3
5a. Reflect through autobiographical inquiry on their summative growth as master practitioners in literacy, specifically, one's a) evolving knowledge of the holistic and professional development paradigms, b) mastery of theory-based best practices, and c) artistry in the dispositions and professional outcomes essential when serving as resources for parents, colleagues, administrators and members of the community.	I.A., I.B., I.C., II.A., II.B., II.C., II.D., III.A., III.B., III.C., III.D.	6.1, 6.2

Graduate Goal: Serve others, having received an “education of the heart.”

Learner Outcome	Alignment with PDE Standards	Alignment with Other Relevant Standards
5b. Demonstrate the capacity to serve as an educator, colleague and mentor with the Cabrini spirit of demonstrating a special concern for those children, youth, and persons who are in need.	III.B., III.C., III.D.	

PDE Standards Addressed by this Course:

Standards addressed by EDG 593 Growth through Community are attached as an Addendum at the end of this syllabus.

Instructional Approach/Format:

This course will be taught through a combination of demonstrations, whole and small group discussions, responses to readings, reflective journal writing, individual and collegial inquiry/research, academic writing, and oral presentations.

Student Responsibilities:

- A. Drop/Add/Withdrawal Policy:
The appropriate form from the Registrar’s Office must be obtained by the student and the required signatures must be secured within the prescribed time limitations. Students are to refer to the College’s Drop/Add/Withdrawal Policy.

- B. Academic Honesty Policy:
Cabrini College is committed to a learning environment that embraces academic honesty. Each member of the Cabrini Community is expected to read, understand and uphold the policies set forth in the Academic Policies, Procedures and Regulations manual.

- C. Americans with Disability Act:
Persons with documented learning disabilities who require accommodations, have emergency medical information, or require special arrangements for building evacuation should contact the instructor within the first week of class. Verification of any special arrangements needs to be made through the Coordinator of Disability Services (610-902-8572). Such disclosure is voluntary and is kept in confidence.

Course Materials:

Required Texts:

- Pinnell, G.S. and Fountas, I.C. (2007). *The continuum of literacy learning*. Portsmouth, NH: Heinemann Publishers.
- Buckner, A. (2005). *Notebook know-how: Strategies for the writer’s notebook*. Portland, ME: Stenhouse Publishers.
- Routman, R. (2007). *Teaching essentials*. Portsmouth, NH: Heinemann Publishers and its companion website, available at: <http://www.regieroutman.com>.

Texts to Revisit:

- Harvey, S. and Goudvis, A. (2000 or 2007). *Strategies that work* Portland, ME:

Stenhouse.

- Readence, K. (2007). Content area literacy: An integrated approach. Dubuque, IA: Kendall/Hunt Publishing Company.
- Lyons, C. and Pinnell, G.S. (2001). Systems for change in literacy education. Portsmouth, NH: Heinemann Publishers.

Recommended Websites:

- www.reading.org
- www.readwritethink.org
- ksra.org
- choiceliteracy.com

Course Requirements:

Requirement	Learned Outcomes Assessed	% of Grade
Create strong developmental, literacy-learning environments for children and colleagues	Assesses outcomes # 1, 2 and 3. (See attached rubrics.)	20%
Document best practices in working with learners	Assesses outcome #2	20%
Integrate writer's notebook into classroom practice including teacher research on the concept	Assesses outcome #3	20%
Complete successfully the reflective/analytic cycle with a College Supervisor	Assesses outcome #4	10%
Compose a summative reflective narrative of one's growth as a literacy professional	Assesses outcome #5	20%
Keep a log of practicum hours and reflections	Assesses outcome #5	10%

1. Candidates will create a strong developmental literacy-learning environment for children as well as construct a supportive learning environment in which colleagues can gather for collaborative problem-solving, reflective practice and the sharing of resources. The “space” described above will be shared either through digital photography or various visual strategies, such as spatial, temporal or movement mapping, artifact or document analysis. (5 hours of documented “embedded practice” through which candidates’ classroom space is revisited and adapted to meet the needs of candidates' students and peers is required.)
Written Report Due: Session 6, June 7, 2016
2. Candidates will demonstrate theory-based best practices with a small group of learners who are meeting challenges with one aspect of the literacy-learning processes. These best practices should include a) use of both formal and informal assessment protocols, b) documentation of the candidates' ability to organize and archive assessment data, and c) clear evidence that assessment data has been used to inform instruction. (20 hours during which the action research activities described above are documented through "embedded practice" required.) **Written Report Due: Session 7, June 14, 2016**
3. Candidates will integrate into their practice an instructional literacy routine not yet fully integrated into their daily or weekly rhythm: use of writer's notebook (Buckner, 2005). In concert with the introduction of this new literacy routine, candidates will engage in ongoing inquiry and reflective practice via journaling and sustained dialogue with a colleague for the

purpose of working through the informational and management concerns that accompany this literacy initiative. (10 hours during which the exploration, initial use, adaptation of the literacy-based innovation is documented through “embedded practice” required.) **Written Report Due: Session 7, June 14, 2016**

4. Candidates will engage in the reflective/analytic cycle with a College Supervisor. The Supervisor’s role in this engagement is to a) provide authentic feedback on the classroom/professional learning environment the candidate has created, b) monitor employment of theory-based best practices, c) support candidates’ movement through mechanistic, routine and refined use of the newly-incorporated literacy/assessment routine (writer’s notebook, specifically), and d) apprehend candidates’ acquisition of the program’s knowledge, professional, performance and dispositional outcomes. (5 hours during which preparation for, participation in, and reflection on the activities described above are required.) Ongoing
5. Candidates will craft a 4-5 page summative reflection of their growth as master practitioners in literacy. This reflection should include emphases on one’s a) evolving knowledge of the holistic and professional development paradigms, b) mastery of theory-based best practices, and c) artistry in the dispositions and professional outcomes essential when serving as resources for colleagues. **Written Report Due: Session 5, May 31, 2016**

Note: As reading professionals are routinely required to document varying aspects of their practice, it is essential that candidates design a format that will both reflect the breadth and depth of their involvement in the learning experiences above, as well as provide essential documentation of how they have achieved both mastery and artistry in their practice. In addition to copies of the Observational Framework utilized by the College Supervisor (required), you may also include any of the documentation listed below:

- a spatial, temporal or movement mapping of one’s classroom
- an analysis of artifacts that sustain the literacy lives of one’s learners
- sample pages from one’s plan book
- a language analysis of one’s language use when teaching or coaching
- “notes to self” as one reflects on one’s practice
- digital photographs of literacy centers (Note: If you choose to include photographs of children be certain to have written permission to do so from the children’s parents!)
- brief itineraries of time spent as a resource with colleagues
- assessment data with brief notations regarding how this data has informed instruction
- anecdotal records on children’s literacy behaviors

6. Log of Practicum Hours -- This log should be kept in 4 sections:
 - Literacy Environments -- 5 hours
 - Best practices with a small group of learners -- 20 hours
 - Implementation of writer’s notebook -- 10 hours
 - Reflective/analytic cycle with Cabrini Supervisor -- 5 hours

Each log entry must give date, time and how the time was spent. At the end of each section, the student is to write a thorough reflection on learnings/applications/questions. **Log Due: Due Session 8, June 21, 2016**

Course Outline: ***This syllabus is subject to change as needed***

Date	Course Content/Focus Topics	Readings & Assignments Due
Session #1 5/3/16	Review syllabus, texts, and requirements; Discuss interactive read-aloud/literature discussion, revisiting literacy environments, introduction of writer’s notebook; examine “Teacher’s Review of Practice.”	<ul style="list-style-type: none"> • Read Introduction in The Continuum of Literacy • Read Introduction in Teaching Essentials • Read Chapter 1 in Notebook Know-how
Session #2 5/10/16	Discuss shared and performance reading, creating an “I can do” environment, assessment/instruction connection, status of all projects, formats for lesson plans, self-assessment, best practices	<ul style="list-style-type: none"> • Read pp. 47-51 in The Continuum of Literacy • Read Ch. 1 & 2 in Teaching Essentials and note Hot Spots • Read Ch.2 in Notebook Know-how • Bring ideas for literacy environment, small group work, and writer’s notebook exploration
Session #3 5/17/16	Discuss writing about reading, focusing on meaning first, analyzing writer’s notebook implementation within SoC and LoU framework Writer’s Notebook lesson demonstration	<ul style="list-style-type: none"> • Read pp 70-73 in The Continuum of Literacy • Read Ch. 3 & 4 in Teaching Essentials and note Hot Spots • Read Ch. 3 in Notebook Know-how
Session #4 5/24/16	Discuss writing, embedding assessment in all teaching, writer’s notebooks Share collegial resource centers Share small group lesson plans Discuss Exit Portfolios	<ul style="list-style-type: none"> • Read pp. 99-109 in The Continuum of Literacy • Read Ch. 5 in Teaching Essentials and note Hot Spots • Read Ch. 4 in Notebook Know-how
Session #5 5/31/16	Discuss oral, visual, and technological communication; teaching for self-directed learners; Share outlines of writer’s notebook lessons	<ul style="list-style-type: none"> • Read pp. 176-179 in The Continuum of Literacy • Read Ch.6 in Teaching Essentials and note Hot Spots • Read Ch. 5 in Notebook Know-how • Summative Reflection due

Session #6 6/7/16	Discuss phonics, spelling, and word study; establishing school-wide coaching; debrief how use of writer's notebook might be coached; revisiting formats for teacher book studies or study groups	<ul style="list-style-type: none"> • Read pp.198-203 in The Continuum of Literacy • Read Ch. 7 in Teaching Essentials and note Hot Spots • Read Ch. 6 in Notebook Know-how • Literacy Environment Project due
Session #7 6/14/16	Discuss guided reading; leading a full life informed by texts; revisiting the need for literacy professionals to use the language of the discipline, to coach, affirm, mediate, and negotiate	<ul style="list-style-type: none"> • Read pp. 223-233 in The Continuum of Literacy • Read Ch. 8 in Teaching Essentials and note Hot Spots • Read Ch. 7 in Notebook Know-how • Writer's Notebook Project due • Best Practices with a Small Group of Learners project due
Session #8 6/21/16	Share successes and challenges of Writer's Notebook Project Share experiences with small group instruction	Log due

Assessment and Grading Policy:

*All work must be submitted on or before the due date, unless extenuating circumstances have been discussed with the instructor and approval given for an alternative date.

*Work may be resubmitted with improvement, as warranted, at the class session immediately following the return of the assignment, with an accompanying note of what changes were made. The resubmitted assignment will be graded according the rubric, with out penalty if these conditions are met.

A = 93-100	A-=90-92	B+ = 87-89	B = 83-86	B- + 80-82	C+ = 77-79
C = 73-76	C- = 70=7	D+ = 67-69	D = 63-66	D- = 60-62	F= below 60

Grade Quality points per credit:

A 4.0	B 3.0	C 2.0	D 1.0
A- 3.67	B- 2.67	C- 1.67	
B+ 3.33	C+ 2.33	D+ 1.3	

Scoring Rubrics Designed for this Course:

Rubric for Literacy Environment for Students and Colleagues- Maximum: 20 points

Criteria	4	3	2	1
Description/ Rationale for Literacy Environment for Students (4 points)	Explicit description, excellent rationale for designs/revisions made (log included)	Somewhat explicit description, rationale for designs/revisions made (log included)	Somewhat vague description, minimal rationale for design/revisions made (log included)	Vague description, no rationale for design/revisions made (no log)
Description/ Rationale for Collegial Area (4 points)	Explicit description, excellent rationale for designs/revisions made (log included)	Somewhat explicit description, rationale for designs/revisions made (log included)	Somewhat vague description, minimal rationale for design/revisions (log included)	Vague description, no rationale for design/revisions made (no log)
Photos/ Diagrams of Literacy Environment for Students and Colleagues (4 points)	Explicit photos/diagrams illuminating text	Somewhat explicit photos/diagrams illuminating text	Somewhat vague or few photos/diagrams illuminating text	No photos/diagrams illuminating text
Writing Conventions (4 points)	Writing is free of errors in grammar, punctuation, sentence structure, capitalization, spelling.	Writing is generally error- free, but some errors in language or grammar may occur..	Enough errors in style or grammar occur that they become distracting.	Errors are frequent and distracting, so that it is hard to determine meaning.
Small Group Presentation (4 points)	Descriptive, cohesive, concise presentation	Somewhat descriptive, cohesive, concise presentation	Somewhat vague, disorganized presentation	Vague, disorganized presentation

Rubric for Implementation of Best Practices with Small Group -- Maximum: 20 points

Criteria	4-5	3	2	1
Typed Explanation	<p>-Very clear explanation of the composition of the small group: grade, number, literacy focus, other pertinent information</p> <p>-Formal and informal assessment data that clearly informs instruction</p> <p>-log included</p>	<p>-Clear explanation of the composition of the small group</p> <p>-Formal and informal assessment data that informs instruction</p> <p>-log included</p>	<p>-Little explanation of the composition of the small group</p> <p>-Little formal and informal assessment data that informs instruction</p> <p>-log included</p>	<p>-No explanation of the composition of the small group</p> <p>-No formal or informal assessment data</p> <p>-no log</p>
Lesson Plan	-All aspects of lesson format completed with thoughtfulness and a carefully considered sequence	-Some aspects of lesson format completed with thoughtfulness and a carefully considered sequence	-Few aspects of lesson format completed with thoughtfulness and a carefully considered sequence	-No aspects of lesson format completed with thoughtfulness and a carefully considered sequence
Samples of Student Work	A wide range of student responses	A range of student responses	A few student responses	No student responses
Presentation	Clear, concise, well-organized, and enthusiastic presentation	Somewhat clear, concise, well-organized, and enthusiastic presentation	Somewhat unclear, lengthy, not well-organized, and/or unenthusiastic presentation	Unclear, lengthy, unorganized, and unenthusiastic presentation

Rubric for Writer's Notebook Project -- Maximum: 20 points

Criteria	4	3	2	1
Typed Explanation (4 pts.)	-Very clear explanation of implementation of writer's notebook -Insightful report on collaboration and/or coaching, including SOC/LOU -log included	-Clear explanation of implementation of writer's notebook -Adequate report on collaboration and/or coaching, including SOC/LOU -log included	-Little explanation of implementation of writer's notebook -A report on collaboration and/or coaching is included -log included	-No explanation of implementation of writer's notebook -No report on collaboration or coaching -no log
Lesson Plan (4 pts.)	-All aspects of lesson format completed with thoughtfulness and a carefully considered sequence	-Some aspects of lesson format completed with thoughtfulness and a carefully considered sequence	-Few aspects of lesson format completed with thoughtfulness and a carefully considered sequence	-No aspects of lesson format completed with thoughtfulness and a carefully considered sequence
Samples of Student Work (4 pts.)	A wide range of student responses	A range of student responses	A few student responses	No student responses
Presentation (4 pts.)	Clear, concise, well-organized, and enthusiastic presentation	Somewhat clear, concise, well-organized, and enthusiastic presentation	Somewhat unclear, lengthy, not well-organized, and/or unenthusiastic presentation	Unclear, lengthy, unorganized, and unenthusiastic presentation
Writing Conventions (4 pts)	Writing is free of errors in grammar, punctuation, sentence structure, capitalization, spelling.	Writing is generally error-free, but some errors in language or grammar may occur.	Enough errors in style or grammar occur that they become distracting.	Errors are frequent and distracting, so that it is hard to determine meaning.

Rubric for Summative Reflection- 20 pt. maximum

EXEMPLARY (19.5-20 points)

- *Strongly applies course concepts, pedagogies, and/or assessments.
- *Writes with clarity, specificity, and detail.
- *Demonstrates deep understanding of components listed in the project's directions:
 - evolving knowledge of the holistic and professional development paradigms
 - mastery of theory-based practices
 - artistry in the dispositions and professional outcomes essential when serving as resources for colleagues
- *Uses Standard English conventions with no errors

PROFICIENT (17-19 points)

- *Applies course concepts, pedagogies, and/or assessments.
- *Writes with clarity, some specificity, and some detail.
- *Demonstrates understanding of components listed in the project's directions.
- *Uses Standard English conventions with few errors

BASIC (14-16 points)

- *Applies course concepts, pedagogies, and/or assessments to some extent.
- *Writes with little clarity, little specificity, and little detail.
- *Demonstrates some understanding of components listed in the project's directions.
- *Uses Standard English conventions to some extent.

UNSATISFACTORY (below 16 points)

- *Weakly applies course concepts, pedagogies, and/or assessments.
- *Lacks clarity.
- *Demonstrates little understanding of components listed in the project's directions.
- *Uses Non-Standard English conventions.

Rubric for Log -- 10 points

	3-2	1	0
Total number of hours documented	A total of 40 hours are documented	38-39 hours are documented	Less than 38 hours are documented.
Documentation of use of time	Log clearly reflects how time was spent	In 2-4 entries, statements of use of time are unclear	In more than 4 entries, statements of use of time are unclear.
Reflections on use of time (one for each section of the log)	Log shows student's thorough reflections on learnings/applications/questions for each section of the log	Log shows less than thorough reflections for 1 segment of the log.	Log shows less than thorough reflections for more than one segment of the log.