

**Seminar in Reading Research and Supervision  
Rutgers, The State University of New Jersey – Graduate School of Education  
Spring, 2018 Course 15:299:566:01 3 credits**

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Office Hours: By Appointment	Prerequisites or other limitations: 15:299:561
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes  Directions about where to get permission numbers: from the instructor

**Learning Goals:**

This course will focus on the research methods commonly used in literacy research. Students will learn to recognize these various methodologies and to identify the types of questions best addressed by each method. Students will also be able to critique research for its significance, and research design. Students will also have the opportunity to consider their own questions about literacy instruction and will learn to plan and carry out an inquiry project. The role of a literacy specialist as a supervisor and coach will be considered; particular focus will be placed on doing research in schools and classrooms with colleagues. The course will address the following professional standards for reading professionals developed by the International Reading Association (IRA, 2010):

- Students will learn to understand the importance of evidence based-research that support the theory and practice we embrace in literacy instruction.
- Students will review read about the history of literacy research to see what we researched when and how it was researched.
- Students will be able to read and understand different types of research articles in reading and analyze the value of the research question, the quality of the literature review, how appropriate the theoretical framework is for the study, the research design including the selection of subjects, the materials and procedures, the statistical analysis, and the value of the discussion with suggestions for future research and implications for the classroom
- Students will carry out a teacher inquiry project that includes a problems dealing with all aspects of the literacy program that deal with decision making. Students will select one area such as the job of the supervisor, the coach, the basic skills teacher, how literacy curriculum is shaped and materials to support that curriculum are chosen. They will be able to design a study using a methodology discussed and read about, analyze the data, present the results and suggest the implications for practice and future research.

- Students will be introduced to professional organizations that feature research such as AERA and LRA, dissertations, researchers who are qualitative and quantitative, IRB, etc.
- Students will recognize the importance of, demonstrating, and facilitating professional learning and leadership as a career-long effort and responsibility as a reading specialist, professional development provider, coach, and a provider of practical and research resources for teachers.

### **Course catalogue description:**

This course engages the student in studying current research in reading and related areas of literacy. Students will critically evaluating published reports; exploration of problems of supervision, curriculum design, administrative leadership and evaluation of reading programs. The course will help students develop mature ideas, lead, initiate change and be able to develop research proposals, conduct research, and writing on reading and other related areas of literacy.

**Office Hours:** By appointment

**Course Website:** Canvas

### **Required Texts**

Duke, N. K. & Mallette, M. H. (2011) *Literacy research methodologies*, 2<sup>nd</sup> ed. NY: Guilford Press. (LRM)

Allen, J. (2016) *Becoming a Literacy Leader*, (2<sup>nd</sup> Edition) Supporting Learning and Change. Portland, ME: Stenhouse.

Glickman, Gordon, Ross-Gordon (2013) *The basic guide to supervision and instructional leadership*. Upper Saddle River, NJ: Pearson.

### **Required Readings On Canvas when scheduled:**

Download: History of Reading Instruction

Download: Integrating the Elementary Language Arts: An Historical Perspective. *Handbook of Research on Teaching the English Language Arts*. Jennifer Monaghan and Douglas Hartman

Download: Education Policy and the Language Arts. *Handbook of Research on Teaching the English Language Arts*. Timothy Shanahan

Download: Why do we need Evidenced Based Research: Power Point

Download: Developing a research plan

Download: Finding Your Findings: Data Analysis

Download: a copy of the Common Core State Standards for Language Arts Literacy, at your grade level <http://www.corestandards.org/the-standards/english-language-arts-standards/>

Download: information you can find on CCSS assessment PARCC

<http://www.parcconline.org/samples/item-task-prototypes>

Download research articles illustrating different types of research methods when required.

Download: Models of Coaching

## Course Policies

### Academic Integrity Policy

You can find the Policy on Academic Integrity for Undergraduate and Graduate Students at the following site: <http://teachx.rutgers.edu/integrity/policy.html>. You are responsible for understanding and adhering to the policy. Please pay particular attention to the information provided on Cheating, Fabrication, and Plagiarism. Also, please become familiar with copyright laws and the Internet.

## Assignments & Grading

### Panel Participation about Readings

Each week a few students will be asked to participate as the panel to discuss selected readings for the week. Each student will be on about 3 panels during the semester. One must be for a research article and the others are chapters or articles that are not research. Panels can be online or in class. Write a 1 page report for the readings when you are not on the panel. When on the panel you do not have to write a report. If your panel is online then you need a one page report. Panel presentations are anywhere from 2 to 5 minutes.

**Reporting on a Research Article :** You will read articles that are exemplars of different types of research in literacy, etc. Use this outline to write your report on one page.

- The purpose of the study,
- The theoretical framework,
- The procedures to collect data (participants, treatment)
- The research design to analyze the data,
- The results of the analysis and
- The conclusions.
- Pose a question or comment about the research

### **Report outline for book chapters and articles other than research:**

- Tell the title and author and in a few sentences write the basic idea of the piece.
  - **Do not present a detailed summary, present the main ideas.**
- Present what you believe to be the 2 most important ideas in the reading and
  - reflect upon ideas that are meaningful to you.
- Pose a question you have about the article to the class

**Responses to Student Reports.** All students are required to respond on canvas during the semester when we have a hybrid class. There is no format for this response. When you present online or a hybrid day upload a question about the reading. Students respond to one of the items uploaded each week in any manner they wish.

### **Teacher Inquiry Project (with Theoretical Frame)** (Required for the Reading Specialist Ed. M. portfolio)

Teacher inquiry or teacher action inquiry has become a widely accepted strategy for practitioner professional development aimed at improving practice. You should make a clear connection between your project and the theory you have described. You should describe research that is related to your problem and that informed your thinking. Be sure to cite key authors associated with the theory and the research you discuss. Next you will describe your procedures for collecting data and selecting subjects. Then you select the research design to analyze the data. It should conclude with what you learned as a result of your inquiry and what your experience helped you understand regarding implications for practice and future Topics for research will involve the student in exploring issues about literacy in your classrooms and making connections to supervision of literacy instruction, the curriculum design, administrative leadership issues and evaluation of reading programs and students. The course will help students develop mature ideas, lead, initiate change and be able to develop, conduct, research in areas of literacy . An outline will be provided for the paper: Due Date:

### **Students who have not taken Foundations of Literacy**

#### **Poster Session and Research Section of Action Research** **Percentages for Requirements**

1. Written panel presentations (chapters and research articles, online discussion) (20)
2. Other mini reports, observations and interviews:
  - Interview a coach, supervisor, qualitative, and quantitative researcher,
  - Observation of a dissertation or proposal defense,
  - Attend a professional development event: AERA, Center for Literacy Development event, Review of IRB (30)
3. Teacher Inquiry Project (40)
4. Class participation (attendance, discussion in class, snack) (10)

#### **Recommendations**

1. Please hand assignment in on time. Grades will be lowered when work is late
2. All work must be done on a computer using APA style
3. Attendance is important. Grades are affected when absent
4. Class presentations are an important part of the course
5. Discussion of readings is crucial to the course
6. Join a professional organization (ILA, NAEYC, NJRA, NJEA, LRC, NCTE, NJLA etc.)



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7. Subscribe to a professional journal

**8. Join the Center for Literacy Development at Rutgers**

9. Ask questions at any time. I am happy to help you with your work.

10. Type on only one side of the paper

11. DO NOT PUT PAPERS IN BINDERS. STAPLE PAPERS TOGETHER

**12. HAND IN PAPERS IN CLASS NOT THROUGH E-MAIL**