

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership, Counseling and Special Education**

**EDLR 6630 Administration/Supervision of Literacy Programs (3-0-3)**

**Dr. Paulette Harris, Cree-Walker Professor**

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**706-729-2045**

**University Hall # 309**

**Office Hours: TBA**

**Course Description**

This course is designed to introduce educational leadership candidates to theories, responsibilities, and practices involved in planning, implementing, administering, supervising and evaluating literacy programs. Administering and Supervising Literacy Programs prepares candidates to lead school literacy programs through a process involving personal reflection, dialogue, action research, and field exercises as the primary means of developing and sustaining capacity for leading school literacy programs. Exemplary literacy programs that are currently in use and emerging will be reviewed.

**Textbooks/Required Readings/Recommended Readings**

Wepner, S., Strickland, D. (2008). *The administration and supervision of reading programs*. NY,

NY: Teachers College Press.

Friend, M. and Cook, L. (2010). *Interactions: Collaborative skills for school professionals*. NY:

Pearson.

McLaughlin, M. & Nolet, V. (2004). *What every principal needs to know about special*

*education*. N4:Corwin Press.

**LiveText**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

## Course Objectives

The Candidate will:

1. Formulate beliefs on and demonstrate an understanding of major concepts in administration.
2. Examine and understand the nature, process, and assessment of decision-making.
3. Demonstrate effective communication practices/develop proficiencies in persuasive speaking and writing skills.
4. Formulate beliefs and demonstrate competence in group dynamics/group leadership.
5. Conceptualize and gain skills in conflict management.
6. Acknowledge factors and discuss roles in an effective organizational culture.
7. Explain the theory and process of change as it pertains to school improvement.
8. Demonstrate leadership skills in a collaborative field-based school improvement project.

The Educational Leadership program's goal and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) *Awareness*, defined as acquiring concepts, information, definitions, and procedures; (2) *Understanding*, defined as interpreting knowledge to school environments, integrating concepts with practice and using knowledge and skills in context; and (3) *Capability*, defined as applying knowledge and skills to specific problems of practice (ELCC).

Department of Educational Leadership, Counseling, and Special Education standards have congruency with Board of Regents Standards and Interstate School Leaders Licensure Consortium (ISLLC) Standards and NCATE/PSC ELCC Standards.

The Candidate will:

- 1) Develop effective collaboration/consultation skills in order for the school leader to work successfully with educators (both general and special) in supervising the planning, implementing, and evaluating of literacy programs that involve all steps of action research studies
- 2) Discuss the model of classroom coaching
- 3) Critique instructional goals in literacy programs,
- 4) Develop and adapt adopted reading curricula and instructional techniques to fit the needs and learning/reading styles of students and teaching styles of teachers and coaches.
- 5) Organize, revise, and monitor programs for literacy instruction.
- 6) Supervise literacy programs in a clinical mode.
- 7) Attend and/or conduct professional development training sessions in literacy.
- 8) Create a public relations program for literacy.
- 9) Locate a RFP and complete related to literacy funding.
- 10) Explain the role of literacy coaches in the learning community

11) Describe the interrelationships between literacy coaches and teachers (general education and special education) in the classroom and school

Competencies:

Course assignments are aligned to support candidates' **awareness**, **understanding**, and **capability** for these standards.

### **College of Education Conceptual Framework**

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared**, **able**, and **responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

**Program-Specific Standards Addressed in This Course**

CEC Standards:

Georgia PSC Standard 2

*Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.*

**Method of Instruction:** Lecture/ Discussion, Model Demonstrations, Speakers, Technology, and more!

**Course Schedule:**

Note: this course is currently being taught in a nontraditional format.

<u>Week</u>	<u>Topic</u>	<u>Assignment Due</u>
August 19, 2009	<b><u>Introduction &amp; Orientation to Course</u></b> Chapter 1 <ul style="list-style-type: none"> <li>• Video: “Inclusion: A Service not a place”</li> </ul>	
August 26, 2009	<b><u>Role of the Special Educational Teacher and Educational Leader:</u></b> <ul style="list-style-type: none"> <li>• Guest Speaker: Teaming &amp; Consultations/ Coaching</li> </ul>	Chapters 7, 3, & 4 Outside Assignment #2 Cummings, K.; Atkins, T.; Allison, R & Cole, C. Response to intervention. Teaching Exceptional Children, 40 (4), 24-31.
September 2, 2009	<b><u>Legal Issues</u></b> <ul style="list-style-type: none"> <li>• Guest Speaker: Special Education Law and RTI – his a hill</li> <li>• <i>What Every Principal Needs to Know about Special Education.</i></li> </ul>	Locate article on a component of IDEA in a current issue to share in class.
September 9, 2009	<b><u>Co-teaching</u></b> <ul style="list-style-type: none"> <li>• Guest Speaker</li> <li>• Midterm (from Mchaughlin)</li> </ul>	Chapter 5 2 outside assignments Journal Assignment: Read River, Drame, Owens, & Frahura’s “Co-Instructing at the Secondary Level Strategies for Success” found In Teaching Exceptional Children. Vol. 39 No. 6 July/ August 2007 p. 12-18  Murawski, Wendy. W. 50 Ways to keep your Co-teacher. Teaching Exceptional Children. 40(4), Mar./Apr. 2008, 40-48

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September 16, 2009	<b><u>Interpersonal Communication &amp; Problem- Solving</u></b> <ul style="list-style-type: none"><li>• Guest Speaker</li></ul>	Chapter 2
September 23, 2009	<b><u>Practical Matters:</u></b> <ul style="list-style-type: none"><li>• Guest Speaker – Scheduling</li></ul>	Chapter 7
September 30, 2009	<b><u>Curriculum Modifications &amp; Assistive Technology</u></b>	Chapter 9
October 7, 2009	<b><u>Student Presentations &amp; Course Evaluations</u></b> <ul style="list-style-type: none"><li>• Perspectives, Issues &amp; Ethics</li></ul>	Chapter 3 Final Exam Due (from Wepner) Student Presentations Due

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## EDLR 6630 Course Requirements

### 1. 5 Points

- a. Attendance and punctuality  
You must attend, be punctual and actively participate in all sessions. Points will be deducted for tardiness.
- b. Participation and professionalism  
Be polite and participate as an active listener! If you talk when others are talking or you interrupt others, your final grade will be lowered.
- c. Read the textbook.
- d. Complete the assigned activities at the ends of chapters.
- e. Complete all in-class activities.

### 2. 50 Points

- a. Collaborative Project
- b. Details provided in class

### 3. Midterm – 10 Points

Exam on readings from text and in-class activities.

### 4. Final Exam – 10 Points

Exam on readings from text and in-class activities.

### 5. 5 Points

- a. Curriculum Modification Group Project
- b. Volunteer for a small content area group (i.e., language arts, mathematics, social studies, science, connections-art, music, study skills, technology).
- c. In the content area group...
  - Choose one GPS objective (or performance-based criteria) to carry through elementary, middle, and secondary. **1 point**
  - Create three lesson plans (one each) for elementary, middle, and secondary for your group's chosen objective. [ex: Science objective solids, liquids, and gasses – elementary level would be to discriminate liquids from solids, etc.; middle level would be to describe properties of...; secondary level would be to use element chart to identify composition of...] **1 point**
  - Make modifications to the general educational curriculum for special education students. **1 point**
  - Include assistive technology in at least one of the three lesson plans (e.g., elementary, middle, secondary). **1 point**
  - Present an in-class 5 minute demonstration of the lesson plan developed that used assistive technology. **1 point**

**EDLR 6630**  
**INDIVIDUAL PROJECT GUIDELINES**

50 Points

(This Project will be completed as your field experience for the course)

<u>Task</u>	<u>Description</u>	<u>Possible Points</u>	<u>Due Date</u>	<u>Points Earned</u>
<b>I.</b>	<b><u>Individual Project Proposal</u></b>	<b>30</b>	<b>9-9-09</b>	
<b>a.</b>	<b>Principal's Permission</b>	<b>2</b>	<b>8-26-09</b>	
<b>b.</b>	<b>Peer Collaboration Discussion</b>	<b>TBA</b>		
<b>c.</b>	<b>Purpose of Action Plan</b>	<b>2</b>		
<b>d.</b>	<b>Rationale based on at least 4 outside readings (attached 4 abstracts-APA style)</b>	<b>4</b>		
<b>e.</b>	<b>Role of Personnel involved</b>	<b>2</b>		
<b>f.</b>	<b>Description of P-12 students involved</b>	<b>2</b>		
<b>g.</b>	<b>Procedures with timelines</b>	<b>2</b>		
<b>h.</b>	<b>Expected Outcomes</b>	<b>2</b>		
<b>i.</b>	<b>Collection of Data</b>	<b>2</b>		
<b>j.</b>	<b>Method of Evaluation</b>	<b>2</b>		
<b>k.</b>	<b>Revisions (old copy, with new copy, with revisions)</b>	<b>10</b>	<b>10/7/09</b>	
<b>II.</b>	<b><u>Implementation</u></b>	<b>10</b>	<b>12/2/09</b>	
<b>a.</b>	<b>Actual Outcomes</b>	<b>2</b>		
<b>b.</b>	<b>Evaluation of Data Collection</b>	<b>2</b>		
<b>c.</b>	<b>Plans for Change</b>	<b>2</b>		
<b>d.</b>	<b>Plans for Continuation</b>	<b>2</b>		
<b>e.</b>	<b><u>Updates</u></b>	<b>2</b>		

**Email summary required by your professor the weeks of 10/20, 11/3, 11/17, 11/19**

### SCORING RUBRIC FOR FIELD EXPERIENCE

Scoring Criteria	Unsatisfactory 0-69	In progress 70-79	Proficient 80-89	Exemplary 90-100
Candidate demonstrates the ability to:	The artifacts and/or supporting explanations demonstrate <b>UNACCEPTABLE</b> And/or are not professionally presented: not proofed nor organized.	The artifacts and/or supporting explanations demonstrate a <b>DEVELOPING</b> understanding of the ability to produce Not always presented professionally: not proofed completely not organized well.	The artifacts and/or supporting explanations for this standard <b>MEET</b> expectations. Artifacts and explanations are professionally presented: Proofed and organized.	The artifacts and/or supporting explanations <b>EXCEED</b> expectations. Professionally presented: Proofed and Organized very Well.

Name: \_\_\_\_\_

**SPED 6004/EDLR6630**  
**Curriculum Modification Group Project**  
**Rubric for Group Presentation**  
**5 Points**

<b>Task</b>	<b>Description</b>	<b>Possible Points</b>	<b>Points Earned</b>
	<b>Small Group Lesson Plan</b>	<b>5</b>	
	a. Objective (or performance-based criteria) to carry through elementary, middle, and secondary.		
	b. Three (3) lesson plans (one each) for elementary, middle and secondary for your group's chosen objective using the student given.		
	c. Modifications to the general educational curriculum for special education students.		
	d. Assistive technology in at least one of the 3 lesson plans (elementary, middle, secondary).		
	e. In-class 5 minute demonstration of the lesson plan developed that uses assistive technology.		
	f. Attendance during entire group meeting time. Documented minutes.		
	<b>Please hand in one hard copy per group of the three lesson plans (3 levels)</b> <b>****Color Code the Modifications****</b>		

**++CLASS READING SCHEDULE:**

Major text: Wepner and D.S. Strickland: *The Administrating and Supervision of Reading Programs*. 4<sup>th</sup> ed.

2 <sup>nd</sup> Week	Chapters 1, 2, and 3
3 <sup>rd</sup> Week	Chapters 4, 5, and 6
4 <sup>th</sup> Week	Chapters 7, 8, and 9
5 <sup>th</sup> Week	Chapters 10, 11, 12, and 13
6 <sup>th</sup> Week	Chapters 14, 15, and 16
7 <sup>th</sup> Week	Complete readings in supplementary text, <i>Interactions</i> by Friend for Portfolio that is due today!

\*By midterm, read McLaughlin, M. & Nolet text.

**FIELD EXERCISE (Understanding and Capability):**

Must be loaded into Live Text.

**Performance Assessment**

This course is designed on the belief from research that teaching/learning results form both generative and supplantive methods of instruction: The generative approach includes “constructivist based instruction,” and the supplantive approach incorporates “direct instruction”.

**EDLR 6630****Course Rubric**

Attendance, punctuality, & participation	_____ (5)
Collaboration project proposal	_____ (20)
Collaboration project end with updates	_____ (30)
Small group dramatization (curriculum modification group project)	_____ (5)
Outside Assignments (Field Exercise)	_____ (20)
Midterm	_____ (10)
Final	_____ (10)

Total = \_\_\_\_\_ (100 possible)

**GRADE:** \_\_\_\_\_

**CLINICAL WEEKLY EXPERIENCE:**

7 hours are required at the ASU Literacy Center as part of field experience for final.

**SCORING OF ASSIGNMENTS (RUBRICS)**

Criteria for evaluating student work will include:

(See page 18)

**GRADING**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F ≤ 59

**Other Important Information****Attendance:**

Augusta State University requires class attendance. Roll is taken at each class. You are responsible for signing-in and indicating your arrival time. If you leave early you are to sign-out and note the time as well. In our case, since we meet just eight times, a candidate can not miss time that equals more than TWO classes. On the third absence, the candidate will receive a grade of "F" for the course. There are no excused absences in this course.

**APA Style**

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at

<http://owl.english.purdue.edu/owl/resource/560/01/>

**Assignments**

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30<sup>th</sup>, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30<sup>th</sup> to receive a grade other than zero.

**PROFESSIONALISM**

Professionalism is an essential quality for students. It demonstrates respect for the instructor and colleagues and promotes classroom interaction and learning.

Professionalism includes:

- Participating and interacting in class activities

- Collaborating and working equitably with other educational leadership candidates
- Attending class regularly
- Completing all field and clinical experiences
- Turning in assignments on time
- Arriving on time and learning class attending entire class sessions

## **FIELD EXPERIENCE EXERCISE**

### **Part I**

Purpose: To have skills necessary for conducting a community-oriented literacy program.

1. Using the Internet and other resources, locate information, articles on at least 2 college-university based literacy programs to determine if:
  - These are work-placed literacy programs, family based literacy programs, or other types of literacy programs.
2. Contact (through Phone, e-mail, etc.) at least one of the two such exemplary programs to determine:
  - How the program is funded (grants, sponsors, etc.)
  - Who the tutors for the program are (volunteers, etc.)
  - How these tutors are trained
  - How many hours of training are included for tutors
  - Who the tutees are
  - Types of technology incorporated (be specific)
  - Curriculum for the program
  - Enrichment features (e.g., summer camps, etc.)
  - Special population interest (e.g., ADD/ADHD, pre-GED, emergent literacy, etc.)
  - How is the program supervised
3. Determine if undergraduate college students at the institutions serve as volunteer tutors, paid tutors, or tutors receiving college credit.
4. Identify the role of the community in the program. For example, are there community volunteers involved in the programs?
5. What books and journal articles are required reading for tutors?
6. Where is the Literacy Center housed?
7. Are the programs year-round? What hours?
8. What are the roles of graduate students in the program? Do they supervise? If so, what supervision training do they receive?
9. What kinds of training workshops, conferences, etc., do they provide and for whom?
10. What types of public relations do they use for advertising literacy needs and services (e.g., bulletin boards, television, etc.)?
11. What do they do to develop an awareness of literacy needs in the community? For example, do they sponsor a speakers' bureau?
12. Identify one grant (include) RFP that provides dollars for literacy programs.

## Part II A

Purpose: To become familiar with the ASU Literacy Center by documenting at least 7 hours of weekly supervising/tutoring there this semester. (M/TU/W/TH 4:00 -8:00p.m.)

Compare/contrast our Literacy Center with the nation-wide literacy center described in Part I.

- a. Examine the ASU Literacy Center in terms of the same criteria used to familiarize oneself with the program nationwide.
- b. Identify strengths of both.
- c. Identify areas that need further development in both and make suggestions (a “wish” list) as to how to implement these suggestions. [Esp. funding ideas]. Be specific!
- d. Cite references (APA Style-5<sup>th</sup> edition).
- e. Place all info in organized portfolio notebook

## Part II B

Purpose: To participate in at least one Literacy Center-sponsored activity this semester.

A conference on Part I\* if required with Dr. Harris by midterm.

Parts I and II are due the last class day.

Grade will be based on quality and quantity of materials as incorporated into notebook.

\*Include title page, table of contents, headings, subheadings, tabs.

\*This Field Experience Assignment MUST be loaded in Live Text.

## Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.

(p.43)

## Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the

library and campus Internet cafes for students who do not have access from a home computer.

### **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **Writing Center**

The Department of Educational Leadership, Counseling, and Special Education requires that students use APA style. You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. Students who seek that assistance will be required to bring an assignment draft, a complete self-check style rubric, and the *APA Publication Manual*. See the ASU Writing Center for details and dates. If you would like additional help with writing or with learning APA style, inform the class instructor.

### **Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

### **Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

### **Cell Phones**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

### **Bibliography**

- Au, K. (2006). *Multi-cultural issues and literacy achievement*. Mahwah, NJ: Lawrence Erlbaum.
- Froelich, K. & Enrique, A. P. (2010). *The literacy leadership team*. Boston: Allyn & Bacon.
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- Keene, E., & Zimmerman, S. (2007). *Mosaic of thought*. Portsmouth, NH: Heinemann.
- Lieberman, A., & Miller, L. (2001). *Teachers caught in action: Professional development that matters*. NY: Teachers College Press.
- Spalding, E. (2000). *Performance assessments and the new standards: A store of serendipitous success*. Phi Delta Kappan, 81, 758-764.
- Vacca, R., & Vacca, J. (2002). *Content area reading: Literacy and learning across the curriculum*. Boston: Allyn and Bacon.
- Walpole, S. & McKenna, M. (2004). *The literacy coach's handbook: A guide to research-based practice*. NY: Guildford Press.



## Augusta State University Literacy Center

FINAL EVALUATION OF TUTORING

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Course#: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Professor:

Dr. Paulette Harris

## Rating Scale

5= Exemplary Level- level of excellence/mastery  
 4=Proficient Level- level of competence  
 3=In Progress Level- approaching competence  
 2=Unsatisfactory Level- not competent at this time  
 1=Not Observed

QUALITY	RATING					SUGGESTION
	1	2	3	4	5	
Understanding of subjects						
Punctuality						
Dependability/Responsibility						
Attitude towards tutoring						
Interaction with other tutors						
Interaction with tutees						
Initiative/Resourcefulness						
Adapts tutoring to needs of diverse learners						
Provides developmentally appropriate tutoring						
Handles constructive criticism						
Interaction with supervisor						
Professional appearance						
Sense of humor/friendliness						
Confidentiality						
Poise						
Flexibility						
Correct use of Standard English						

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of ASU Literacy Center Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## PORTFOLIO ASSESSMENT RUBRIC

The following rubric (McLaughlin & Vogt, 1996) will be used for portfolio evaluation. Levels of the rubric and grade equivalents are listed below.

**Exemplary:** All work in portfolio exemplifies the following attributes: Highly imaginative; demonstrates critical thought; unique; substantial application; goes above and beyond requirements; creative; demonstrates both breadth and depth; shows individual's personality; professional in presentation and appearance; demonstrates considerable effort; \*Assignments which are exceptionally completed demonstrate that the student shows awareness of the task + gives explanations+ shows how the assignment may be adapted and modified. Such a student deserves to earn the grade of A, if in addition to the noted attributes, student has: active class participation as evidence by regular attendance, preparation, participation+ contribution to all class activities+ discussion including discussions of reading required and more...

**Proficient:** All work in portfolio is well organized and complete; effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the classroom; clearly shows connections; detailed thoughtful and supported with ideas. \*Assignments which are thoroughly completed demonstrate that they student shows awareness of the task= gives explanations+ shows how the assignment applies to teaching/learning situation. Such a student deserves to earn a grade of B, if in addition to the noted attributes student has: active class participation as evidenced by regular attendance, preparation, participation+ contribution to class activities+ discussions, including discussions of reading required.

**In Progress:** Portfolio meets minimum requirements; includes general information but lacks descriptive detail; some application to teaching; lacks in originality. \*Assignments which are adequately completed demonstrate that the student shows awareness of the task+ gives explanations. Such a student deserves to earn the grade of C, if in addition to the noted attributes; student participates in class as evidenced by regular attendance, preparation, participation including discussions of required readings.

**Unacceptable:** Missing evidence or information; sloppy or poorly organized; portfolio demonstrates only surface understandings; no evidence of application to teaching; poorly written or does not include rationale statement with follow-through. \*Assignments which are inadequately completed demonstrate that the student shows awareness of the task. Such a student deserves to earn the grade of D with attendance+ participation + readings completed.

A grade of F is students ***fail*** to meet course requirements and assignment guidelines, including mandatory DUE date, etc.

**Intellectual Vitality**  
**Time Documentation Form**

EDLR 7110 Candidate's Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Direction: Complete and attach documents for each (agenda) etc.

Date	Time-In	Time-Out	Total Time	Activity *Attach summary	Leader's Signature or Agenda

Total Time Required \_\_\_\_\_ Total time Completed \_\_\_\_\_

Did you complete total time required? \_\_\_\_\_ If not, why?

\_\_\_\_\_

## COURSE POLICY STATEMENTS

Dr. Paulette P. Harris, Cree-Walker Professor

1. Attendance and punctuality are required (exceptions only in emergency situations). The maximum number of absences for a class that meets once per week is one absence. You may be dropped from class on the second absence. Attendance, punctuality, and participation (including active listening) will be into consideration during final evaluation.
2. With permission of professor, audio taping during class lectures/discussions is allowed.
3. All assignments are due as scheduled. Late assignments, if accepted, will be penalized.
4. Please type all assignments on your computer. Assignments must be proofread. Final product should adhere to standard English in terms of grammar, spelling, punctuation, etc.
5. The academic policy as outlined in the ASU Catalogue applies to this class. Plagiarism is strictly forbidden. Document all sources using APA style.
6. Without advance approval of professor, no cell phones or beepers are allowed during class.
7. ASU students are not allowed to bring children to classes (due to liability issues).
8. Student grievances should follow policy as outlined in the ASU catalogue. Grievances must first be brought to the attention of the instructor of the course.
9. Feel free to raise questions in class or to stay after class with questions, etc.
10. The following grading scale will be used:
  - A=excellent (90-100)
  - B=good (80-89)
  - C=fair (70-79)
  - D=poor (60-69)
  - F= unsatisfactory ( $\leq 59$ )
11. Dr. Harris may be contacted as follows
  - Office: University Hall # 309
  - Phone: (706)-729-2045 (voicemail)
  - E-mail: [pharris@aug.edu](mailto:pharris@aug.edu)

**STUDENT INFORMATION****Course #** \_\_\_\_\_ **Semester** \_\_\_\_\_**Name** \_\_\_\_\_**Address** \_\_\_\_\_

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**Phone Number** \_\_\_\_\_**E-mail Address** \_\_\_\_\_**Other information Dr. Harris needs to know:**