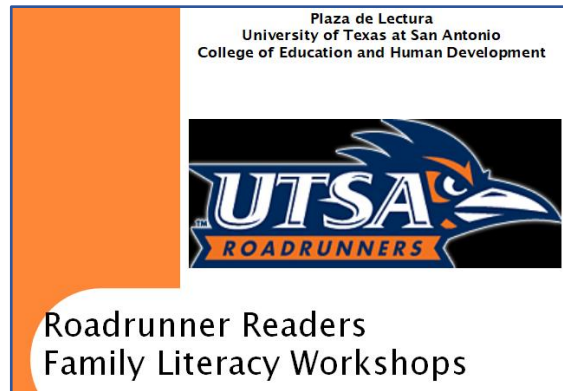


## **C&I 5793: Seminar in Reading Supervision**

### **Course Instructor**

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### **Course Description**

Organization of developmental and remedial reading programs. Selection of appropriate materials. Techniques and procedures for maintaining quality programs, including staff selection, in-service training, and the role of research in improving the teaching of reading and writing.

### **Course Objectives**

- Explicate the theories and research that inform effective reading programs;
- Identify and describe instructional practices of highly effective reading teachers;
- Identify and support high-quality reading instruction through the improvement of professional development experiences of teachers and administrators at schools; and
- Demonstrate reflective literacy leader practices.

### **Assignments & Projects**

#### **1. Synopsis: Family Literacy Workshops for Parents/Caregivers**

I was asked to do a family literacy project at the [Plaza de Lectura \(Reading Place\)](#). I surveyed parents/caregivers to identify their concerns about their child's reading and writing development. Then, I planned and implemented a series of workshops, which sought to address those concerns:

- Supporting Different Types of Literacy
- Literacy Resources from the Public Library
- Motivation & Confidence: Finding Fun & Success with Literacy
- Using Internet Resources to Develop Literacy Skills

Before each workshop, I planned the activities and developed a resource list to share with participants. During the workshops, I invited the participants to share insights gleaned from their own literacy experiences. At the end of each workshop, I collected written evaluations, which I used to determine how the workshops benefited the participants, and how the workshops might be modified for future use. As a culminating activity, I wrote a 13-page reflection on the experience.

#### **2. Excerpt: Final Reflection Paper**

To prepare for the first workshop, I met with [Dr. Sailors] to discuss Internet resources that might be of interest to participants. She suggested a number of excellent sites, along with a few guidelines for selecting additional web-based literacy resources. In accordance with her recommendations, I

compiled a list of sites that not only emphasized authentic reading- and writing-related activities, but also included support features, such as audio recordings and illustrations. Since I was aware of the family educator's need to connect literacy events to participants' pre-existing routines, I added a number of sites focusing on common daily activities, such as cooking, photography, and drawing. Although the content of the sites differed greatly, each integrated an authentic reading or writing event. Finally, I created a handout to distribute to workshop participants.

### **3. Book Club**

In accordance with Dr. Sailors's expectations, my book club read the book and met several times to discuss it. Then, we worked together to prepare a group presentation and a corresponding activity. As scheduled, we gave the presentation and engaged our classmates in the activity.

### **3. Excerpt: Dialogic Reflexive Journals**

Yokota, Teale, and Quiroga make several recommendations for designing culturally diverse literacy instruction. Although the suggestions seem to relate specifically to the classroom setting, several of them can be adapted for use in family literacy programs.

- **Connect to learners' background/culture.** Family literacy educators can make their programs more culturally relevant by incorporating activities and books/stories from participants' culture. Yokota et al. recommend that program leaders give students opportunities to tell stories and read multicultural books. They also point out that participants like to use materials that reflect their own values.
- **Acknowledge the first language.** Family literacy educators can demonstrate respect for participants by including materials in their home language. This shows participants that changing their existing practices is not the goal of the initiative. Since bilingual participants may need extra time to express themselves in English, Yokota et al. recommend that family educators set aside ample time for discussion.

### **4. Final Exam**

As a culminating activity, students were asked to work in groups--two preservice teachers and two graduate students--to create an aesthetic representation of the cognitive processes of reading. Per Dr. Sailors's guidelines, it could address comprehension processes or instruction or both.

### **Select Readings**

Duffy, G. G. (2009). *Explaining Reading. A Resource for Teaching Concepts, Skills, and Strategies*. Guilford Press.

Lapp, D., Fisher, D., & Flood, J. (2008). Selecting instructional materials for the literacy program. In S .B. Wepner & D. S. Strickland (Eds.), *The Administration and Supervision of Reading Programs* (4th ed.) (pp. 105-117). New York: Teachers College Press.

Yokota, J., Teale, W. H., & Quiroa, R. E. (2008). Literacy development for culturally diverse learners. In S .B. Wepner & D. S. Strickland (Eds.), *The Administration and Supervision of Reading Programs* (4th ed.) (pp. 170-185). New York: Teachers College Press.