

**Every Child a Super Reader: A Literacy Connection Program
with Pam Allyn and Dr. Ernest Morrell**

Course Proposal Information

The Literacy Connection is excited to bring Pam Allyn and Dr. Ernest Morrell to Central Ohio. Their work with teachers and children in this country and around the work is extraordinary and they have much to share with us.

We provide the following general information for districts that are interested in offering college credit for staff members who attend the two full day sessions with the literacy experts, as well as meet course expectations to complete the number of contact hours required by the college or university providing class credit for your staff development opportunities. You may choose to incorporate some of these ideas in your proposal or you might draft your own content. We offer these suggestions to support professional development in your district.

NOTE: The following are suggestions for completing a class credit proposal; adjust and change the content to meet your district expectations.

- **Course Name:** Growing Super Readers
- **Course Description:** All children deserve to fall in love with books and to use the power of being a reader to access experiences and opportunities in a global society. Yet too many children miss out on this opportunity. Reading today is about reading widely and voluminously across many media, genres, and experiences. Using the text, *Every Child a Super Reader*, by Pam Allyn and Dr. Ernest Morrell, participants will learn about the 7 Strengths Model for ensuring every child's literacy success. Pam Allyn will spend a Saturday in October with the teachers and Dr. Morrell will share his work and ideas on a Saturday in April. Both speakers will focus on their thoughts and experiences for making literacy accessible to every child.

(Districts will need to add local contact hour content to the course description.)

- **Describe the current educational issue/problem that this professional development class addresses:** Too many children are not thriving as readers in school or out of school. Research indicates that children who are reading below level by third grade are four times as likely to drop out of high school than those who have reached proficiency. While reading scores in general are low across the country, children from low-income households make up nearly 75 percent of the population reading below the 25th percentile (Reardon, 2011). The selected text, *Every Child a Super Reader*, focuses on the hope and vision for what a super reader is and can be, the benefits of strength-based instruction using the 7 Strengths Model, the practical in-school and out-of-school strategies for helping all children become super readers, and the formative assessments that allow teachers to measure student growth.
- **Course Agenda:**
Meeting Dates, Topics and Expectations
Saturday, October 14, 2017: 8:30 a.m. – 2:30 p.m. (Dublin Grizzell Middle School)
 - Pam Allyn will meet with class participants and other attendees for a full day, sharing her experiences with the 7 Strengths Reading Model and the challenges

of providing goal-driven, outcome-driven and affirmational reading instruction to every student. She will highlight her work with her international reading organization, LitWorld.

Saturday, April 7, 2018: 8:30 a.m. – 2:30 p.m. (Dublin Grizzell Middle School)

- Dr. Ernest Morrell will meet with class participants and other attendees for a full day and continue the discussion regarding the 7 Strengths Model for classroom instruction and family involvement that focuses on the strengths of belonging, curiosity, friendship, kindness, confidence, courage and hope. Dr. Morrell will also discuss his work with diversity and advocacy for children of all cultures.

(Districts will need to add local contact hour content to the agenda.)

- **Describe the assignment given and evidence gathered to assess participant performance and award graduate credit. The assignment must have at least 3 hours of work outside of class for each semester hour of credit (Ashland University):**
 1. Participants must attend all class sessions and contribute to discussions, sharing thoughts and ideas about the selected text and implications for their classrooms and students.
 2. Participants will read the assigned text and document their reflections in a journal, a blog, or through other media. Reflections should relate personal connections to the text and share examples of how the readings influence classroom instruction and interactions with students.
 3. Pam and Ernest elevate the importance of mentor texts and celebrate the power of the read-aloud story. The appendix of their book includes a lengthy bibliography of children's books, grouped into the 7 Strengths categories and arranged by grade level bands. Class participants will create their own bibliography, organized according to the 7 Strengths, and including titles that are significant to the children and cultures in their classrooms. The bibliographies, along with Pam and Ernest's version, can be shared with teachers throughout the district.
- **List what participants will know and be able to do when they complete this class:**
 1. Participants will understand the importance of providing goal-driven, outcome-driven and affirmational reading instruction to every student.
 2. Participants will link standards, instructional content, and teaching strategies to academic progress and student growth.
 3. Participants will search for and document the "just right book" to pull a child into literacy, to teach a specific skill or standard or strategy, and to build the structures that encourage the creation of "a community of readers."
 4. Participants will be aware of and advocate for books that reflect the cultures and colors of the world's children. They will search for titles that provide windows and mirrors and sliding glass doors.