

George Mason University
College of Education and Human Development
Literacy Program

EDRD 634-6L1: School-Based Leadership in Literacy
 3 Credits, Spring 2017
 Tuesday, 4:30-7:10 pm, Arlington Campus, Founders Hall 477

Faculty

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Prerequisites/Corequisites

EDRD 630: Literacy Foundations and Instruction for Diverse Populations, Birth to Middle Childhood,
 EDRD 631: Literacy Foundations and Instruction for Diverse Populations, Adolescence to Adulthood,
 EDRD 632: Literacy Assessments and Interventions for Groups, and
 EDRD 633: Literacy Assessments and Interventions for Individuals;
 Admission to literacy emphasis or permission of program coordinator.

University Catalog Course Description

Prepares reading specialist as a school leader. Expands knowledge of literacy gained in prerequisite courses, and applies it to professional development work with teachers at their own site.

Course Overview

This is a hybrid course designed to prepare teachers becoming reading specialists in Virginia. Face-to-face classes will blend with online classes to structure the learning experience.

Course Delivery Method

This course will be delivered using a blended online and face-to-face seminar format.

Face-to-Face meetings: Tuesdays, 5:00-7:10 p.m., Arlington Campus, Founders Hall 477
 In-person attendance is required on January 24 & 31; February 7, 14, 21, & 28; March 7; April 4 & 25;
 May 2.

Asynchronous meetings: Individual and small group meeting times and/or discussion online will be required on the following dates: March 14, 21, & 28; April 11 or 18 (depending on your school division's spring break); May 16. Asynchronous classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time.

Technical Requirements

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard.
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Online course sessions and modules will be hosted on Blackboard. We will use Collaborate for any synchronous class appointments, which require audio capabilities of a speaker and

microphone. A variety of Blackboard media will be used for asynchronous class meetings.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

Expectations

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- You are expected to use proper online etiquette at all times. This includes respect for all participants and careful wording of responses. Remember that your writing reflects your voice in this class, and your tone or demeanor cannot be inferred from your writing. Therefore, thoughtful, respectful, and reflective comments are critical to participation. For a helpful guide, please visit <http://www.albion.com/netiquette/corerules.html>

Learner Outcomes or Objectives

This course is designed to enable students to:

- Serve as a school leader in literacy.
- Expand on their knowledge of literacy gained in prerequisite courses and apply it to professional development work with teachers at their own school sites.
- Design and implement specific literacy professional development activities.
- Work collaboratively to create, implement, and evaluate a variety of professional development experiences for teachers, administrators, and paraprofessionals.
- Understand and enact an advanced, research-based study of literacy professional development as necessary for teachers seeking a Virginia Reading Specialist License.

Professional Standards (International Literacy Association, 2010 Standards for Reading Professionals)

Upon completion of this course, students will have met the following professional standards:

- 1.1 Understand major theories and empirical research that describes the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connection.
- 2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- 6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Virginia Standards for Reading Specialist Programs addressed in the course:

- 6c. Demonstrate an understanding of the significance of cultural contexts upon language
- 6d. Demonstrate an understanding of varying degrees of learning disabilities
- 6g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers
- 6h. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or

division

Required Text

Vogt, M., & Shearer, B. A. (2011). *Reading specialists and literacy coaches in the real world* (3rd ed.). Long Grove, IL: Waveland Press.

Additional readings will be made available on Blackboard and through GMU Library databases.

Required Resource

An Edthena license must be purchased for the course. Details will be provided.

Recommended Resources

Bean, R. & Dagen, A. (2011). *Best Practices of Literacy Leaders: Keys to School Improvement*. New York, NY: Guilford Press

Elish-Piper, L., L'Allier, S. K., Manderino, M., & Domenico, P. D. (2016). *Collaborative coaching for disciplinary literacy: Strategies to support teachers in grades 6-12*. New York, NY: Guilford Press.

Guth, N. & Pratt-Fartro, T. (2010). *Literacy coaching to build adolescent learning: 5 pillars of practice*. Thousand Oaks, CA: Corwin.

Risko, V. J., & Vogt, M. (2016). *Professional learning in action: An inquiry approach for teachers of literacy*. New York, NY: Teachers College Press.

Sadder, M. & Nidus, G. (2009). *The literacy coach's game plan: Making teacher collaboration, student learning, and school improvement a reality*. Newark, DE: International Reading Association.

Toll, C. (2014). *The literacy coach's survival guide: Essential questions and practical answers* (2nd ed.). Newark, DE: International Reading Association.

Wepner, S. B., Gomez, D. W., Cunningham, K. E., Rainville, K. N., & Kelly, C. (2016). *Literacy leadership in changing schools: 10 keys to successful professional development*. New York, NY: Teachers College Press.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments

1. Participation (20%)

In person and online attendance and participation is required. This includes individual, small group, and class discussions, online meetings, online module assignments, and other assignments as deemed necessary during class.

- Our course Blackboard site (<https://mymasonportal.gmu.edu>) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session to download readings and other pertinent course documents.
- Our online course sessions and modules will be hosted on Blackboard. We will use Collaborate for any synchronous class appointments, which require audio capabilities of a speaker and microphone. A variety of Blackboard media will be used for asynchronous class meetings. Video capabilities are highly encouraged for Collaborate, and are required for Edthena use.

- The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, *it is critical for you to complete all readings prior to the class for which they are assigned in order to be able to fully participate in class.* Failure to do so may result in a lower participation grade. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.
- Thoughtful online coaching participation is required for this course. First, you'll upload the classroom tour video that you originally shared as part of EDRD 632 to the course Edthena group. Across the semester, you'll also upload your own professional development and mentoring videos and provide your peer coach with reflection/commentary/questions for each video in a timely manner. Finally, you will also provide thoughtful and timely coaching feedback to your partner. Please experiment with Edthena and your video recording/uploading options in advance of the first coaching due date in order to maintain a good peer coaching relationship throughout the semester.

Class participation will be evaluated using the following rubric:

Criteria for Evaluation	Excellent	Satisfactory	Minimal	Unacceptable
Class Attendance	Missed no more than 1 class session. AND Arrived late or left class early no more than 2 times. (5 points)	Missed 2 class sessions. OR Arrived late or left class early 3-4 times. (4 points)	Missed 3 class sessions. OR Arrived late or left class early 5-6 times. (3 points)	Missed more than 3 class sessions. OR Arrived late or left class early more than 6 times. (0 points)
Class Participation	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. AND Actively participated in <i>all</i> small group activities and class discussions. (5 points)	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. OR Actively participated in <i>most</i> small group activities and class discussions. (4 points)	Rarely asked questions or made observations that indicated familiarity with the topic. OR Rarely actively participated in small group activities and class discussions. (3 points)	Never asked questions or made observations that indicated familiarity with the topic. OR Never actively participated in small group activities and class discussions. (0 points)
Edthena Coaching Participation	Uploaded AND provided thoughtful commentary and feedback for all videos in a timely manner (10 points)	Uploaded all videos, but with some minor delays. OR Provided commentary and feedback for all videos, but at times it was limited. (8 points)	Though all videos were uploaded, the delayed nature of their uploading interfered with course demands. OR Provided commentary and/or feedback for some, but not all, videos. (6 point)	Failed to upload all required videos. OR Failed to provide any commentary or feedback for videos. (0 points)

2. Performance-Based Assessment: Diversity Website (30%)

Through this PBA you will demonstrate your understanding of diverse learners and use technology to share this understanding with others in and beyond your own school. Working with peers in a small group, you will develop materials related to teaching reading and writing to the diverse population in northern Virginia schools to share with other teachers. You will then share using a technology tool accessible to others (e.g., a website or a wiki). A detailed description of this assignment and its rubric are included at the end of the syllabus. Materials to support your work can be found on Bb.

3. Performance-Based Assessment: Literacy Coaching Project (50%)

Through this PBA you will develop proficiency as a literacy coach within a K-12 school setting. You will complete the Literacy Coaching Project as part of a mini-internship in your own school or a field placement, if you are not working in a school. There are two parts included in this PBA:

Part 1: Needs Assessment & Professional Development Proposal (25%)

Part 2: Study Groups and Individual Mentoring (25%)

Detailed descriptions of these assignments and their rubrics can be found at the end of the syllabus.

Materials to support your work can be found on Bb.

Other Requirements

Class Attendance & Participation

Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade as noted above and more than two absences may result in a dropped letter grade or loss of course credit. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Assignment Guidelines

All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) by class time (or by the time noted in the schedule for asynchronous weeks) on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should follow APA (6th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic English writing format. Be sure to use APA format (6th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your last name and assignment titles (ex: SMITH_LessonPlan1.docx).

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will be available 15 minutes before and after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Please note, the course schedule may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the *Organizations* tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program

completion timeline.

Additional Information: Required State Licensure Assessment

Reading for Virginia Educators: Reading Specialist (RVE for Reading Specialists - 5304)

Taking this test is a program requirement for students in the K-12 Reading Specialist Concentration, and achieving a passing score is a licensure requirement for reading specialists. *Students must name Mason as a score recipient when they register for the test with ETS.* The RVE should be taken in the last semester before finishing literacy coursework, typically during EDRD 634. Registration information for the RVE is available on the ETS website: <http://www.ets.org/praxis/register>

Grading

Literacy students must re-take any course in which they receive a grade of C or lower in order to be eligible for licensure (please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite.

Grading Scale

A	= 94 – 100%
A-	= 90 – 93%
B+	= 87 – 89%
B	= 80 – 86%
C	= 75 – 79%
F	= below 75%

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Proposed Class Schedule

(F2F = meet face-to-face; ASYNC = activities completed asynchronously)

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignments Due</u>
Class 1: January 24 F2F	Course Overview Historical Perspectives Role of the Reading Specialist	<ul style="list-style-type: none"> - Vogt & Shearer – Ch. 1 & 2 - ILA Position Statement on the Multiple Roles of School-Based Specialized Literacy Professionals - ILA Research Brief in Support of the Multiple Roles of School-Based Specialized Literacy Professionals 	<ul style="list-style-type: none"> - Complete free online personality test (see Bb) and bring results with you to class. - Be prepared to create Diversity Website groups.
Class 2: January 31 F2F	Creating a School-Wide Vision for Literacy Instruction Developing a Needs Assessment	<ul style="list-style-type: none"> - Vogt & Shearer – Ch. 3 & 4 - Power & Boutilier - Fostering Teacher Learning: Reflection on Leadership Roles - Shanklin – What Supports do Literacy Coaches Need from Administrators in Order to Succeed? 	<ul style="list-style-type: none"> - Bring your principal permission for Literacy Coaching Project. - Bring a copy of your school's vision statement for literacy. - Come prepared to draft your needs assessment.

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignments Due</u>
Class 3: February 7 F2F	Characteristics of Effective Professional Development	<ul style="list-style-type: none"> - Bean – Professional Learning: The New Professional Development - Desimone – A Primer on Effective Professional Development. - Elish-Piper, L’Allier, Manderino, & Domenico – Presenting Powerful Professional Development - Webster-Wright – Reframing Professional Development Through Understanding Authentic Professional Learning 	<ul style="list-style-type: none"> - Needs Assessment Draft (Bb & bring a copy to class for peer feedback) - Diversity Website check-in
Class 4: February 14 F2F	Supporting Teachers as Adult Learners	<ul style="list-style-type: none"> - Kise – Differentiated Coaching - McKenna & Walpole – Serving Adult Learners - Risko & Vogt – Supporting Teachers as Adult Learners - Rodgers & Rodgers – Creating Contexts for Coaching Conversations 	<ul style="list-style-type: none"> - Bring the raw data from your Needs Assessment with you to class. - Diversity Website check-in
Class 5: February 21 F2F	<p>Planning to Impact Student Achievement</p> <p>Writing a Professional Development Plan</p>	<ul style="list-style-type: none"> - Vogt & Shearer – Ch. 11 - Allen – Study Groups: Developing Voluntary Professional Development - Hanson – The Life of a Literacy Coach <p><u>Choose 1:</u></p> <ul style="list-style-type: none"> - Elish-Piper & L’Allier – Examining the Relationship Between Literacy Coaches and Student Reading Gains in Grades K-3 - Sailors & Price – Professional Development that Supports the Teaching of Cognitive Reading Strategy Instruction 	<ul style="list-style-type: none"> - School Needs Assessment PowerPoint Draft (Bb) - Diversity Website check-in

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignments Due</u>
Class 6: February 28 F2F	Serving as a Literacy Coach: Providing Professional Development	<ul style="list-style-type: none"> - Bean – What Coaches Do to Improve Instruction: Working with Individual Teachers - Peterson, Taylor, Burnham & Schock – Reflective Coaching Conversations - Sadler & Nidus – Batter Up! <u>Choose 1:</u> - L’Allier, Elish-Piper, & Bean – What Matters for Elementary Literacy Coaching? - Ippolito & Lieberman – Reading Specialists and Literacy Coaches in Secondary Schools 	<ul style="list-style-type: none"> - Bring brainstormed ideas for teacher study groups. - Be prepared to share your Diversity Website with your peers for feedback.
Class 7: March 7 F2F	Serving as a Literacy Coach: Finding the Right Balance	<ul style="list-style-type: none"> - Lyons & Pinnell – Coaching for Shifts in Teaching - Stover, Kissel, Haag, & Shoniker – Differentiated Coaching: Fostering Reflection with Teachers - Toll – A Problem-Solving Model for Literacy Coaching Practice 	<ul style="list-style-type: none"> - Professional Development Plan Draft (Bb) - Diversity Website check-in
Class 8: March 14 ASYNC (GMU’s Spring Break)	Study Groups & Individual Mentoring	<ul style="list-style-type: none"> - Work on your Study Group & Mentoring Project. 	<ul style="list-style-type: none"> - Study Group Plan Drafts (full draft for session 1 and at least a skeleton draft of sessions 2 & 3) (Bb by 11:59 p.m.)
<p><i>After your instructor has approved your Study Group Plans, conduct 3 study group sessions and 1 one-on-one mentoring session according to the PBA instructions. As you complete each session, reflect on the content, process, and learning. Upload your video and annotate it for your peer-coaching partner. Discuss your session via Edthena. Revise your subsequent plans to better improve teacher professional development outcomes. Repeat this process until all 3 study groups and one-on-one sessions are completed. Ideally, you should carry out at least 1 study group session by April 5. These activities should be completed by April 26.</i></p>			
Class 9: March 21 ASYNC	Study Groups & Individual Mentoring	<ul style="list-style-type: none"> - Work on your Study Group & Individual Mentoring Project. 	<ul style="list-style-type: none"> - PBA: Diversity Website (Tk20 (via Bb) by 11:59 p.m.) - individual instructor conferences as needed for your project (email to schedule) - Edthena videos, reflections, and peer coaching feedback

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignments Due</u>
Class 10: March 28 ASYNC	Study Groups & Individual Mentoring	<ul style="list-style-type: none"> – Work on your Study Group & Individual Mentoring Project. 	<ul style="list-style-type: none"> – individual instructor conferences as needed for your project (email to schedule) – Edthena videos, reflections, and peer coaching feedback
Class 11: April 4 F2F	Serving as a Literacy Coach: Challenges & Goals	<ul style="list-style-type: none"> – Hunt & Handsfield – The Emotional Landscapes of Literacy Coaching: Issues of Identity, Power, and Positioning – Toll – How Do I Deal with Difficult Situations? – Walpole & Blamey – Elementary Literacy Coaches: The Reality of Dual Roles 	<ul style="list-style-type: none"> – PBA – Literacy Coaching Project Part 1 Due (Tk20 via Bb) – Come prepared to video an in-class peer coaching session for one study group meeting.
Class 12: April 11 or April 18 ASYNC (local school divisions' spring break)	Study Groups & Individual Mentoring	<ul style="list-style-type: none"> – Work on your Study Group & Individual Mentoring Project. 	<ul style="list-style-type: none"> – individual instructor conferences as needed for your project (email to schedule) – Edthena videos, reflections, and peer coaching feedback
Class 13: April 25 F2F	Reading/Literacy Programs in Schools Wrapping Up Study Groups & Individual Mentoring	<ul style="list-style-type: none"> – Vogt & Shearer – Ch. 8 & 9 	<ul style="list-style-type: none"> – Come prepared to video an in-class peer coaching session for your individual mentoring.
Class 14: May 2 F2F	Evaluating & Selecting Literacy Instructional & Technological Materials	<ul style="list-style-type: none"> – Foorman, Smith, & Kosanovich – Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5 – Noll – Buyer – Be Informed – Wepner, Gomez, Cunningham, Rainville, & Kelly – Know Materials and Resources to Support and Deepen Learning 	<ul style="list-style-type: none"> – PBA – Literacy Coaching Project Part 2 Due (Tk20 via Bb) – Be sure all study group and individual mentoring videos are uploaded to Edthena. All personal reflections and peer coaching comments should be completed. – Try to bring a current literacy textbook or program used in your classroom or school.
Exam Period May 16 ASYNC	All final (revised) PBA assignments must be uploaded to Tk20 (via Bb) by 11:59 p.m.		

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Performance Based Assessments & Rubrics

Diversity Website

Overview

This PBA enables the candidate to demonstrate their understanding of diverse learners and to use technology to share this understanding with others in and beyond their own school.

Directions to Candidates

In this assignment you will develop, with other members of your class (about 3 per group), materials related to teaching reading and writing to the diverse population in northern Virginia schools to share with other teachers. You will seek guidance from a technology expert at your school or the university to help you gain ideas and technical skills for sharing these through a technological medium (e.g., a website or a wiki).

Use the standards in the rubric below as a guide on what topics to cover (you may also include other topics). Each person in your group must write at least 4 pages of research-based text to post (with citations – ideally links to other resources). Remember that you can use techniques such as scenarios and mini-cases as long as you keep the names of individuals and schools confidential. Your goal is to make the site as interesting, useful, and accurate as possible! You can cite, but not copy, other sources (though you can link to other reputable sites or to useful articles).

You must demonstrate your technology site to teachers both in your class and in your school and gain their ideas for its improvement. When finished, make it available to all teachers, administrators, and families at your school. Also make a plan for continually updating your site.

For this project, you will turn in a link to the site and a four-page description of how you contributed to the project, the response of the teachers, and how you plan to use it in the future. Also submit a copy of the 4 pages you produced to post to the site (as noted above).

Diversity Website

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
1.1e Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	Provides exemplary evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning	Provides satisfactory evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning	Provides partial evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning	Provides little or no evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.3a Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides exemplary evidence of knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides satisfactory evidence of knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides partial evidence of knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides little or no evidence of knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
4.1a Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Provides exemplary evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Provides satisfactory evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Provides partial evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Provides little or no evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.
4.1c Assist teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides exemplary evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides satisfactory evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides partial evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides little or no evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.
4.2b Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides exemplary evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides satisfactory evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides partial evidence of supporting classroom teachers in providing differentiating instruction and developing students as agents of their own literacy learning.	Provides little or no evidence of supporting classroom teachers in providing differentiating instruction and developing students as agents of their own literacy learning.
4.2e Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Provides exemplary evidence of providing support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Provides satisfactory evidence of providing support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Provides partial evidence of providing support and leadership to educators, parents, and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Provides little or no evidence of providing support and leadership to educators, parents, and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.

Literacy Coaching Project

Purpose

The purpose of this assignment is for candidates to develop proficiency as literacy coaches within a K-12 school setting. This project will include a mini-internship in the teacher's school or a field placement.

Directions to Candidates

For this PBA, you will complete the Literacy Coaching Project as part of a mini-internship in your own school or a field placement, if you are not working in a school. You will also participate in university seminars at key points in the term, as well as small group meetings. You will have choices within this project, but everyone will be working toward the same standards, which are outlined on two rubrics. Note that EDRD 634 also includes Assessment #7 (Diversity Website).

Part I: Professional Development Proposal

(Getting Started): During the first month:

1. For the first seminars, you will have reading assignments of research-based chapters and articles related to principles of adult development and teacher professional development as well as school culture and organizational change. These will be discussed in class and will be important for you to consider as you move forward in this project.
2. You also will meet with the school's principal or other administrator and reading specialist (if there is one) to learn about the reading program at the school and student population, and to gain permission as well as ideas for this project.
3. You will then (with the help of your seminar instructor and the school personnel), design a needs assessment survey for the teachers at the school (related to professional develop needs and interests at the school) and collect and analyze the results. Be sure to include questions related to diverse learners in your survey. For this you may use a paper or electronic format, with school permission. Discuss the results of this survey with a group of teachers, such as your school team. Include your school administrator, if possible. In your discussion, get ideas for #4 (below).
4. After completing these steps, write a **5 page proposal** for an overall professional development plan for the school for the school year. In your proposal demonstrate your knowledge of adult/teacher development, ways school culture and other influences affect organizational change, effective literacy instructional practices, and the specific strengths and needs of the diversity of learners at this school. Your plan should include at least one study group for teachers that you will implement (see Part II of this assignment). Share this with your school administrator and reading specialist and gain their suggestions and support. Your instructor will provide a letter introducing the project to your school administration.

Part II: Study Group Leadership and Mentoring

1. Design a detailed study group for teachers in your school and meet with them for at least 3 sessions (45 minutes each) or the equivalent. There should be 4-6 teachers in the group.
 - a) The group can study any literacy topic identified by the needs assessment, but be sure to include information and opportunity for discussion on themes in the Standards (see rubric below) that go across topics, including *appropriate use of resources* (including technology), *differentiation for diverse learners*, and *creating a literate environment*. For example, as you help the teachers learn comprehension strategies for teaching Science, you would also include discussion of themes that go across topics.
 - b) Before beginning the study group, submit an overall plan to your instructor and gain approval to begin.
 - c) After each group meeting, view your video and write a reflection based on your study group facilitation and your perceived coaching development. Upload a 10-15 minute clip of your study group video to Edthema. Share your video with your in-class peer coach and discuss (via Edthema comments) your

ongoing coaching development and study group facilitation (one in-class coaching session will be videotaped for reflection). Create a detailed plan for the next meeting based on what occurred in the previous study group sessions and your peer coach's feedback. Between sessions, ask participating teachers to try out some of the strategies they learned so that informal results can be discussed at the next session. At the end of the 3 sessions, collect anonymous evaluations completed by the teachers and include this information in your final reflection.

2. Mentor at least one teacher in the group individually by attending their class and watching their instruction (you can do this via video if it is not possible to attend due to your own teaching schedule). Ask to observe at a time when they are implementing something they learned in the study group. Discuss the lesson with the teacher beforehand (to get a sense of goals) and afterwards. Videotape the post-observation discussion and make recommendations related to improving literacy instruction (e.g., ideas for next time and/or additional resources). Remember that you are not an evaluator. Upload a 10-15 minute clip of your mentoring discussion with your teacher, then share with your peer coach for comments. Videotape your in-class coaching session and upload to Edthena for reflection.

At the end of all of your study group and mentoring meetings, turn in your plans, session reflections, and an overall reflection on what went well and what you would change next time. Also include a reflection on your observations and coaching development, including your role as a classmate's peer coach.

Literacy Coaching Project Part 1: Needs Assessment & Professional Development Proposal

ILA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides exemplary evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides satisfactory evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides partial evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides little or no evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
6.1a Use literature and research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides exemplary evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides satisfactory evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides partial evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides little or no evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.
6.1b Use knowledge of students and teachers to build effective professional development programs.	Provides exemplary evidence of using knowledge of students and teachers to build effective professional development programs.	Provides satisfactory evidence of using knowledge of students and teachers to build effective professional development programs.	Provides partial evidence of using knowledge of students and teachers to build effective professional development programs.	Provides little or no evidence of using knowledge of students and teachers to build effective professional development programs.

ILA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
6.1c Use the research base to assist in building an effective, schoolwide professional development program.	Provides exemplary evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.	Provides satisfactory evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.	Provides partial evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.	Provides little or no evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.
6.2a Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides exemplary evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides satisfactory evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides partial evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides little or no evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.

Literacy Coaching Project Part 2: Study Groups and Individual Mentoring

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
4.1b Assist teachers in developing reading and writing instruction that is responsive to diversity.	Provides exemplary evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides satisfactory evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides partial evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides little or no evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.
5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides exemplary evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides satisfactory evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides partial evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides little or no evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
5.2 Design a social environment for learners that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.
6.2d Demonstrate effective interpersonal, communication and leadership skills.	Provides exemplary evidence of effective interpersonal communication, and leadership skills.	Provides satisfactory evidence of effective interpersonal communication, and leadership skills.	Provides partial evidence of effective interpersonal communication, and leadership skills.	Provides little or no evidence of effective interpersonal communication, and leadership skills.
6.3a Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides exemplary evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides satisfactory evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides partial evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides little or no evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.
6.3c Support teachers in their efforts to use technology in literacy and assessment and instruction.	Provides exemplary evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.	Provides satisfactory evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.	Provides partial evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.	Provides little or no evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.