

George Mason University
College of Education and Human Development
Literacy Program

EDRD 634.6L7– School-Based Leadership in Literacy
3 Credits, Spring 2017
Mondays 5:00-7:40 Woodburn Elementary School library

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 synchronous and asynchronous online classes to structure the learning experience

Course Delivery Method

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

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- 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 State Standards addressed in this 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 Texts

Vogt, M. E., & Shearer, B. (2010). *Reading specialists and literacy coaches in the real world. (3rd Ed).* Long Grove, IL: Waveland 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 and/or Examinations**

Diversity Website (30%). A detailed description follows, along with a rubric at the end of the syllabus. This is a Performance-Based Assessment.

Professional Development Mentoring Project (50%). A detailed description follows, along with a rubric at the end of the syllabus. This is a Performance-Based Assessment.

Edthema coaching participation (10%)- Thoughtful online coaching participation will earn the full points available. This includes your timely uploading and commentary/posed questions on your PD and mentoring videos for your peer coach. It also includes your timely and thoughtful coaching feedback to your partner. Please experiment with Edthema 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 assignment.

- **Other Requirements**

Class Attendance and Participation (10%) - Daily (in person and online) attendance and consistent, thoughtful participation will earn the full 10 points per day for class participation (total 150). For each session you are absent, 5 points will be deducted from your class participation points up to the total of 10 points. Attendance will be taken beginning on the first class session. Two tardies are equivalent to one absence, and missing 3 or more of our class sessions will result in automatic failure of the class. *Active participation is expected* and will be evaluated each class session using the following rubric:

Excellent (9-10)	Competent (7-8)	Minimal (5-6)
Regularly attends class and asks thoughtful questions and makes observations that indicate reflections and analysis appropriate to the topic. Participates actively in small group activities and class discussions. Clearly well prepared for class.	Regularly attends class and occasionally asks questions or makes observations that indicate reflections and analysis appropriate to the topic. Participates in small group activities and class discussions. Adequately prepared for class.	Misses more than three classes and rarely asks questions or makes comments that indicate familiarity with the topic. Minimal participation in small group activities and class discussions.

- **Grading**

Please note that 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. (Note that EDRD 634 is a prerequisite for EDRD 635).

Grading Scale

A= 94%-100%

A- = 90%-93%

B+= 87%-89%

B= 80%-86%

C= 75%-79%

Professional Dispositions

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

Class Schedule

Week	Topics	Assignments DUE	Readings DUE
1. 1/23	Syllabus Overview Historical Perspectives: Where are we going & where have we been? The role of the reading specialist Developing a needs assessment Face to face class	Take free online personality test: http://www.truity.com/view/tests/personality-type BRING 1-pg personal coaching statement (details emailed before class begins) In class: create diversity website groups (3-4 teachers total per group). Start drafting needs assessment	IRA Position Statement & Research Brief in Support of: The Multiple Roles of School-Based Specialized Literacy Professionals http://www.literacyworldwide.org/about-us/where-we-stand Explore the Literacy Coaching Online Library http://www.literacycoachingonline.org/library.html

2. 1/30	Creating a school wide vision for literacy instruction (week 1 of 2) Face to face class	Principal permission for Literacy Coaching Project DUE Workshop: Come prepared to <u>draft</u> your website and <u>finalize</u> your needs assessment	Vogt & Shearer Chapter 1 & 2 Galloway & Lesaux (2014) Bean et al. (2015)
3. 2/6	Creating a school wide vision for literacy instruction (2/2) Face to face class	Final Needs Assessment DUE	Vogt & Shearer Chapters 3 & 4 Ch 4: Sadler & Nidus (e-reserves) Power & Boutilier (2009) <i>Fostering teacher learning: Reflection on leadership roles.</i> http://www.literacycoachingonline.org/briefs/fostering_teacher_learning.pdf
4. 2/13	Characteristics of effective professional development: Adult learning theories Face to face class	Needs Assessment analysis: Bring raw data to class Website check-in	McKenna & Walpole (2008). Chapter 3 from <i>The Literacy Coaching Challenge</i> . Ch 4: Guth & Pratt-Fartro (e-reserves) Webster- Wright (2010). Reframing Professional Development Through Understanding Authentic Professional Learning Desimone (2011). A Primer on Effective Professional Development.
5. 2/20	Planning to impact student achievement Writing your PD plan Synchronous online class	School Needs Assessment Power Point DUE	Vogt & Shearer Chapter 11 Sailors & Price (2010). Professional Development that Supports the Teaching of Cognitive Reading. Hanson (2011). The Life of a Literacy Coach. Elish-Piper & L'Allier (2011). Examining the Relationship Between Literacy Coaches and Student Reading Gains in Grades K-3.

6. 2/27	<p>Culture & Language</p> <p>Reading/literacy programs in schools</p> <p>Study groups & mentoring</p> <p>Face to face class</p>	<p>Generating ideas & formats for teacher study groups</p> <p>Website sharing</p> <p>PD 5-page plan DUE</p>	<p>Vogt-Shearer Chapters 8 & 9</p> <p>Ch 7: Kise (e-reserves)</p> <p>Ch 3: Rodgers & Rodgers (e-reserves)</p> <p>Walker-Dalhouse et.al (2010). Helping Diverse Struggling Readers Through Reflective Teaching and Coaching.</p> <p>Walpole & Blamey (2008). Elementary Literacy Coaches/Dual Roles.</p>
7. 3/6	<p>Serving as a literacy coach and providing professional development</p> <p>Face to face class</p>	<p>Website DUE</p>	<p>Hunt & Handsfield (2013). The Emotional Landscapes of Literacy Coaching: Issue of Identity, Power, and Positioning.</p> <p>Stover et.al (2011). Differentiated Coaching: Fostering Reflection with Teachers.</p> <p>Peterson, Taylor, Burnham & Schock (2009). Reflective Coaching Conversations.</p> <p>Hasbrouch & Denton (2007). Student-focused Coaching.</p>
8. 3/13	<p>Peer coach work session</p> <p>Asynchronous online class</p> <p>Mason spring break</p>	<p>Work on Study Group & Mentoring project</p> <p>First study group plan DUE</p> <p>Between 3/13- 4/17, conduct 3 study group sessions and 1 one-on-one mentoring session according to PBA instructions and your <u>instructor-approved</u> plan. 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 Edthema. Reflect. Revise your subsequent plans to better improve teacher PD outcomes. Repeat until all 3 SG and 1:1 sessions are completed.</p>	
9. 3/20	<p>Study Groups (Asynchronous online)</p>	<p>Edthema peer coaching comments</p> <p>Individual Conferences as needed for project</p>	

10. 3/27	Study Groups Face to face class	Edthena peer coaching comments Individual Conferences as needed for projects **In-class peer coaching (videotape and upload to Edthena)	
11. 3/29	Study Groups (Asynchronous online)	Edthena peer coaching comments Individual Conferences as needed for project	
12. 4/3	Study Groups & Mentoring (Asynchronous online)	Edthena peer coaching comments Individual Conferences as needed for project	
13. 4/10	Spring Break (FCPS)	We will not meet this week. You are responsible for maintaining Edthena video uploads/commentary and providing your partner with peer coaching comments I am available for Individual Conferences as needed for project	
14. 4/17	Wrapping up Study Groups and One-on-one mentoring Face to face class	**In-class peer coaching All Edthena peer coaching comments due	
15. 4/24	Evaluating and selecting literacy instructional & technological materials. Bringing it together- final Q&A Face to face class	Bring a current literacy textbook or program used in your class or school	Vogt & Shearer Chapter 10 Ch 9: Wepper et al. (e-reserves) Vacca, Vacca, & Mraz Chapter 2 (e-reserves)
16. 5/1	Asynchronous Online Class	Revised personal coaching statements (How have your perspectives expanded this semester?)	
17. 5/8			All PBA components (PD project and website) must be uploaded to TK20 by 5/3 at midnight.

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

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://coursessupport.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/>.

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 EDRD 634. Registration information for the RVE is available on the ETS Web site <http://www.ets.org/praxis/register>.

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, (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.

Selected Performance-Based Assessments (PBAs)

NCATE Assessment # 6

Literacy Coaching Project

EDRD 634: School-Based Leadership in Literacy

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 (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 development 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 Edthena. Share your video with your in-class peer coach and discuss (via Edthena 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.

PBA Rubric: Literacy Coaching Project Part 1: Needs assessment & proposal (NCATE 6)

ILA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)	Score
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	Provides satisfactory evidence of using knowledge of students and teachers to build effective professional	Provides partial evidence of using knowledge of students and teachers to build effective professional	Provides little or no evidence of using knowledge of students and teachers to build effective professional	

	development programs.	development programs.	development programs.	development programs.	
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.	

Part 2: Study Groups and Individual Mentoring

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)	Score
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	Provides satisfactory evidence of assisting teachers in developing reading and writing instruction that	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	

	is responsive to diversity.	is responsive to diversity.		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.	
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	Provides exemplary	Provides satisfactory	Provides partial evidence of	Provides little or no evidence	

planning, leading, and evaluating professional development activities for individuals and groups of teachers.	evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	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.	

NCATE Assessment # 7

Diversity Website

EDRD 634: School-Based Leadership in Literacy

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).

PBA Rubric: Diversity Website (NCATE 7)

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)	Score
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	
2.3a Demonstrate knowledge of and a critical stance toward a wide variety of	Provides exemplary evidence of knowledge of and a critical stance toward a	Provides satisfactory evidence of knowledge of and a critical stance toward a	Provides partial evidence of knowledge of and a critical stance toward a wide variety of	Provides little or no evidence of knowledge of and a critical stance toward a wide variety of	

quality traditional print, digital, and online resources.	wide variety of quality traditional print, digital, and online resources.	wide variety of quality traditional print, digital, and online resources.	quality traditional print, digital, and online resources.	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	Provides exemplary evidence of supporting classroom teachers in providing differentiated instruction and developing students as	Provides satisfactory evidence of supporting classroom teachers in providing differentiated instruction and developing students as	Provides partial evidence of supporting classroom teachers in providing differentiating instruction and developing students as agents of their	Provides little or no evidence of supporting classroom teachers in providing differentiating instruction and developing students as agents of their	

own literacy learning.	agents of their own literacy learning.	agents of their own literacy learning.	own literacy learning.	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.	