

**George Mason University
College of Education and Human Development
Advanced Studies in Teaching and Learning (ASTL) Program**

**EDRD 634
School-Based Leadership in Literacy
3 Credits**

Manassas City Cohort '09

Spring 2011

Instructor: Shanon D. Hardy, Ph.D.
Time: 4:30 – 7:10
Dates: Wednesdays (January 26– May 4, 2011)
Room: Johnson Learning Center
Office Hours: Before or after class and by appointment
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COURSE DESCRIPTION:

A.Pre pares 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.

B. Prerequisites: EDRD 630, 631, 632, and 633/637; admission to the Literacy emphasis or permission of the literacy program coordinator. Please note that ASTL/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 also be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 634 is a prerequisite for EDRD 635.)

Additional Information:

The requirements of EDRD 634 are focused on understanding the role of the reading specialist/literacy coach and designing and implementing specific literacy professional development activities.

This course also addresses required state and national competencies for K-12 Reading Specialists. This provides an advanced, research-based study of literacy professional development for teachers seeking a Virginia Reading Specialist License.

PROFESSIONAL STANDARDS (Standards for Reading Professionals):

A. International Reading Association Standards/Competencies

- IRA 4.3 Model reading and writing enthusiastically as valued life-long activities.
- IRA 5.1 Display positive dispositions related to reading and the teaching of reading.
- IRA 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
- IRA 5.4 Participate in, initiate, implement, and evaluate professional development programs

B. Relationship of Course to Program Goals and Professional Organizations:

This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy professional development for teachers seeking a Virginia Reading Specialist License.

C. Virginia Department of Education Standards:

- 6c: Demonstrate an understanding of the significance of cultural contexts upon language
- 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

NCATE/IRA Standards and Performance-Based Assessments

Students are required to satisfactorily complete one or more performance-based assessments (PBAs) in each ASTL/Literacy course and are required to submit these to an electronic system entitled "TaskStream." The Taskstream assessment system can be found at <https://www.taskstream.com/pub/>. In addition to posting, students may be asked to submit the designated PBA to their course instructor so that the assignment can be evaluated when the assignment is due. No final grades for courses will be posted until ALL required PBAs are posted to TaskStream.

Virginia Reading Assessment for Reading Specialists (Test 002).

Taking this test is a program requirement for students in the K-12 Reading Specialist Concentration, and achieving a passing score is a state licensure requirement for reading specialists. Students must scan their score sheet and post it to Task Stream by the last session of EDRD 635.

Timing: It is important to be alert to deadlines with regard to this test. For spring 2011 the test will be given in a paper-based format in March and in May. Registration (\$105.00) is about one month ahead unless you pay a late fee. Score reports after the test take about one month (they are mailed to the test taker). **We strongly recommend that students take the test in the term before they enter EDRD 635 so they have a score in plenty of time. On July 1, 2011 the test is being revised, re-normed and moved to a computer-based format.**

Information on the test can be found at <http://www.va.nesinc.com/>.

There are study materials on the web, for example, see:
http://www.va.nesinc.com/PDFs/VRA_02_TFworksheet.pdf
Test date information: http://www.va.nesinc.com/VA7_testdates.asp

REQUIRED TEXTS:

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

Vogt, M. E., & Shearer, B. (2011). *Reading specialists and literacy coaches in the real world (3rd Ed)*. Boston: Pearson.

V. GEORGE MASON UNIVERSITY - COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University 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 George Mason University Writing Center staff 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/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Electronic Requirements:

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** which **must be accessed for** information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing mail.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents.

Blackboard can be accessed by going to <http://gmublackboard.com>.

General Requirements:

A. Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. Students with more than two absences may drop a letter grade or lose course credit.

B. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall evaluation for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.

C. Graduate students must become familiar with APA (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. The organizations of your papers (e.g. headings, organization, references, citations, etc.) should follow APA style. APA has a helpful website – <http://www.apastyle.org/pubmanual.html>. Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

D. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy leadership activities, it is critical for you to keep up with readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings: you will keep a reading log that includes responses to specific readings question (will be provided). Class participation will influence your grade.

Nature of Course Delivery:

This class will be structured around discussion and small group activities. It is critical for you to keep up with the readings and to participate in class. Instructor-and student-generated questions related to course readings and assignments/projects will often be the focus of group discussions. Be prepared to discuss the content of the required reading and its relation to your teaching experiences, course assignments and projects, and to ask questions for clarification, exploration, or to promote discussion. In general, we will engage in four types of activities:

1. Mini-lectures, activities, and discussions related to literacy leadership activities
2. Discussion of the week's readings
3. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities
4. Presentations by class members of workshop components and leadership of article discussions.

Course Requirements:

- A. **Class Attendance/Professional Development Panel (10%). You should come prepared to each class to actively participate in whole class and small group discussions.** You will participate in various types of groups for class discussions. You will also participate in case studies pertaining to Literacy Coaching/Specialist. In whole class and small group discussions each person is expected to actively listen, raise questions, and encourage one another to think

more deeply and more broadly. *Please remember that your responses to others and the expertise you lend to any discussion are as important as what you share about your own work.* You also will attend a local professional development activity in which several literacy experts/leaders will discuss the state of the current roles of literacy coaches/specialists in Northern Virginia.

- B. Textbook Learning/Discussion Logs (20%).** (see handout). **For this assignment you will keep a notebook of writing related to each text (Vogt & Shearer) chapter (13 total).** The journal will consist of brief writing assignments related to each of the assigned text chapters. These will be used during class discussions. They must be typed and turned in each week. Thoughtful reflection pertaining to pre-determined focus and reflection to classroom practices will be the criteria for evaluation.
- C. Literature/Inquiry Circle Leadership/Participation (20%).** Learners will **participate, coordinate and lead literature/inquiry circles of the Guth and Pratt-Fartro book *Literacy Coaching to Build Adolescent Learning: 5 Pillars of Practice*.** Learners will initially create “literature circles” roles or responsibilities such as advocated by research (discussion leader, connector, illustrator, passage master, and “comprehension strategy user” that will guide the literature circle. In addition to participation in discussion, each literature circle member will write a summary reflection on the process of using the literature/inquiry circle and reflection upon pedagogical theories highlighted in the Guth and Pratt-Fartro book and relevance to classroom practice. The paper will be typed and approximately two pages (you may include any illustrations or post-its as appendices to paper). Being prepared for discussion, actively listening, developing questions, and supporting responses with specific book statements will be the criteria for evaluation. Evaluation will also include observations and learner self-evaluation.
- D. Individual Mentoring Project (30%).** (see end of Syllabus) (Course PBA – must post to Taskstream). **For the mentoring project, you will work for eight hours with one individual who is either a novice beginning teacher or who has expressed an interest in working on developing professionally in a specific area of literacy teaching.** The individual you work with needs to be a past, current or potential professional colleague – not a personal friend, neighbor, relative, or member of the program.
- E. Professional Development Workshop Project (20%).** (see end of Syllabus). **Plan a one-hour large group workshop for colleagues in a school or another educational setting on a topic related to literacy.** You can choose the topic for the professional development workshop. It may be related to the topic of your mentoring project. (NOTE: this workshop will be implemented during EDRD 635).

The Individual Mentoring Project performance-based assessment (PBA) MUST be uploaded and submitted to Taskstream for evaluation when the assignment is due. ONLY PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream.

All assignments will be discussed in class. Rubrics for major assignments will be posted on Blackboard.

EVALUATION:

Assignment	Points
Class Attendance/Professional Development Panel Attendance	10
Textbook Learning Discussion Log	20
Leadership in Literature/Inquiry Circles	20
Individual Mentoring Project	30
Professional Development Workshop Project	20
All Course Assignments	100

<i>Grading Scale</i>	
A	94 – 100
A-	90 – 93
B+	85 – 89
B	80 – 84
C	74 – 79
F	COURSE REQUIREMENTS NOT MET

Graduation and Licensure:

- Reading Specialist License: you should apply for your license *immediately* after you have completed the literacy coursework and master’s degree by contacting the GMU licensure specialist. If you wait until the following term you may have to pay a fee to re-activate your file. The specialist will provide forms to submit to your school district. If you are not teaching, the specialist will provide forms to the state for you. <http://cehd.gmu.edu/teacher/instructions/>. Licensure candidates must also show that they have passed the Virginia Reading Assessment for Reading Specialists and have completed 3 years of full time teaching under contract in an accredited school (see state regulations for complete information).
- Graduation: review the GMU Registrar guidelines for graduation. You must file an “Intent to Graduate” form several months prior to the end of your certificate or master’s program. Note: DO NOT file for the certificate if you are going on for the master’s degree (if you do you will be locked out of your Core classes!). See

<http://registrar.gmu.edu/gif/index.html> for more information. Certificate candidates currently (1/20/11) must fill out and submit a paper form after they file their intent to graduate while master's candidates complete the entire process online (instructions are at the website). Paper certificate forms are submitted to the CEHD graduate office. Remember: A GMU "certificate" is a designation on your transcript that you have completed a university certificate program – a state teaching license is different (see above).

- Ceremonies: All degree completers (full degrees only – not certificates) will receive information about the GMU graduation and CEHD convocation ceremonies (this year 5/21/11). Both events are held in the Patriot Center. At the CEHD convocation (in the afternoon) master's students are seated with their cohorts and walk across the stage (announced individually). All master's degree completers for Fall 2010, Spring 2011 and Summer 2011 are encouraged to attend the May 2011 graduation and/or convocation.

Suggested Course Resources:

GMU Library – <http://library.gmu.edu>

Articles:

Cochran-Smith, M., & Lytle, S. I. (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25.

Rogers, R., et al. (2005). Professional development for social transformation: The literacy for social justice research group. *Language Arts*, 82(5), 347-358.

Books:

Athar, J. Holly, M. & Kasten, W. (2001). *Action research for teachers: Travelling the yellow brick road*. Upper Saddle River, NJ: Merrill Prentice Hall.

Bell, J. (1993). *Doing your research project: A guide for first-time researchers in education and social science*. Buckingham, England: Open University Press.

Burnaford, G., Fischer, F., & Hobson, D. (1996). *Teachers doing research: Practical possibilities*. Mahwah, NJ: Lawrence Erlbaum Associates.

Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.

Guth, N., & Pettengill, S. (2005). *Leading a successful reading program*. Newark, DE: International Reading Association.

Hubbard, R., & Power, B. (1999). *Living the questions: A guide for teacher researchers*. New York, NY: Stenhouse Publishers.

IRA (2004). *Preparing reading professionals: A collection from the International Reading Association*. Newark, DE: International Reading Association.

MacIntyre, C. (2000). *The art of action research in the classroom*. London: David Fulton Publishers.

McAndrew, D. (2005). *Literacy leadership: Six strategies for peoplework*. Newark, DE: International Reading Association.

Nieto, S. (2003). *What keeps teachers going?* New York, NY: Teachers College Press.

Seidman, I. (1998). *Interviewing as qualitative researcher: A guide for researchers in education and the social sciences*. New York, NY: Teachers College Press.

Toll, C. (2005). *The literacy coach's survival guide: Essential questions and practical answers*. International Reading Association:
www.reading.org/publications/bby/books/bk565/

Teacher Research Websites:

http://gse.gmu.edu/research/tr/tr_action/ (GMU teacher research site)

<http://www.accessexcellence.org/LC/TL/AR/> (teacher research site)

<http://www.standards.dfes.gov.uk/ntrp/> (UK teacher research site)

<http://www.teacherresearch.net/> (International teacher research site)

Professional Organizations:

Greater Washington Reading Council: www.gwrc.net

Virginia State Reading Association: www.vusra.org

International Reading Association (IRA) (organization for educators/and researchers)
www.reading.org

National Reading Conference (NRC) (an international literacy research organization)
www.nrconline.org

National Council of Teachers of English (NCTE): www.ncte.org

Tentative Class Schedule

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Literacy Emphasis Program dictate.

Week – Class	Topics	Assignments	Readings
1. 1/26/11	Syllabus Overview KWL – reading coach/specialist	Make sure you can access Blackboard and Taskstream	In class - Begin review of standards/position statements with group (See below, Feb 2) Case Study #1
2. 2/2/11	Questions about Syllabus Historical Perspectives Defining the Role of the Reading Specialist/ Reading Coach	*DUE: Reading Log 1: V/S Ch 1, p. 24/25, question 1 or question 3 (2-3 pages). Begin thinking about possible mentor	Vogt and Shearer, Chapter 1 In class assignment: review one of the documents below, and share in small groups: Whole groups IRA Position Statement: <i>Teaching All Children to Read: The Roles of the Reading Specialist</i> (ALSO an Appendix in Vogt & Shearer – http://www.reading.org/General/AboutIRA/PositionStatements/ReadingSpecialistPosition.aspx) IRA Position Statement: <i>The Role and Qualifications of the Reading Coach in the United States</i> – http://www.reading.org/General/AboutIRA/PositionStatements/ReadingCoachPosition.aspx Standards for Middle & HS Literacy Coaches – http://www.reading.org/General/CurrentResearch/Standards/CoachingStandards.aspx Explore this site and select 1 resource to read from the Literacy

			Coaching Online Library http://www.literacycoachingonline.org/library.html .
3. 2/9/11	Strategies for Reading Specialists/Literacy Coaches	Select mentee by this date – turn in a brief description of the teacher (school, grade level, etc.) Reading Log #2 – V/S Ch. 2 Page 53 complete #1	Vogt & Shearer Ch. 2 Guth & Pratt- Fartro Ch. 1 (Lit Circle)
4. 2/16/11	Literacy Teams and Visions	Reading Log #3 – V/S Ch. 3 pg. 70#1 Turn in mentee interview – type up the answers to the questions. Then write a summary and reflection that you will turn in and later include in your final report.	Guth & Pratt-Fartro Ch. 2 (Lit Circle) Vogt & Shearer, Ch. 3
5. 2/23/11	School Needs Assessment and Plan	Reading Log #4 – V/S Ch. 4 Create 5 questions for a needs assessment survey for your school (we will share in class)	Vogt & Shearer, Ch. 4 Guth & Pratt-Fartro Ch. 3 (Lit Circle) Regular registration date for March 26 VRA is Feb. 25
6. 3/2/11	Revisiting Assessment	Reading Log #5 – V/S Ch. 5 Describe assessment issues your school is facing. What changes would you like to see? (If you are not teaching refer to a school in which you	Vogt & Shearer, Ch. 5 Guth & Pratt-Fartro – Ch. 4 (Lit Circle)

		previously worked) (2 pages)	
7. 3/9/11	Differentiating Instruction	Reading Log #6 – V/S Ch. 6 p. 114 “Thinking points” on lower half of page – do 1 & 3	Vogt & Shearer, Ch. 6 Guth & Pratt-Fartro Ch. 5 and 6 (Lit circle)
8. 3/16/11	Panel Discussion – Fairfax Campus TBA	VSRA Conference is March 17-19 - you can use this for your EDRD 635 assignment if you attend at least one full day.	No assignments due – review for the VRA if you have not taken it yet. (Spring test dates are March 26 and May 14). Study materials at www.va.neesinc.com .
9. 3/23/11	English Learners and Dialect Differences	Reading Log #7 – V/S Ch. 7 After reading, discuss two ideas in the chapter that were new to you (2 pages).	Vogt & Shearer Ch. 7 Guth & Pratt-Fartro Ch. 7 (Lit Circle)
10. 3/30/11	Comprehensive Elementary Programs & Secondary Programs	Reading Log #8 – V/S Ch. 8 and 9. In your view, what are similarities and differences in the role of the Elementary and Secondary Reading Specialist/Lit Coach? (You can make a graphic organizer or write 2 pages). Mentoring Needs Assessment Due (see syllabus)	Vogt & Shearer, Ch. 8, 9 Guth & Pratt-Fartro – Ch. 8 (Lit Circle)
11. 4/6/11	Selecting materials and technology for literacy programs	Reading Log #9 – V/S Ch. 10	Vogt & Shearer, Ch. 10 Case Study #2

12. 4/13/11	Professional Development and Advocacy	Reading Log # 10 – V/S Ch. 11 & 12. Based on information in the readings, develop an outline for your workshop/study group and a feedback/evaluation sheet for the worksheet.	Vogt & Shearer, Ch. 11, 12 Share workshop outlines in class – small groups and provide feedback to colleagues Regular registration date for May 14 VRA is April 15
13. 4/27/11	Professional Development	Workshop Presentations continued	Turn in CD with all parts of the workshop
14. 5/4/11	Course Wrap Up Mentoring Project Reflection Sharing	Workshop notebooks due Mentoring final report due – submit in paper and post to Taskstream Course Evaluation	Turn in final report on your mentoring IRA Conference in Orlando – attend if possible!

Mentoring Project

Individual Mentoring Project (30 points) (Course PBA -- must post to Task Stream as one document, once all parts are completed)

For the mentoring project, you will work with one individual (for at least 8 hours spread over at least 4 sessions) who is either a novice/beginning teacher or one who has expressed an interest in working on developing professionally in a specific area of literacy teaching. The individual you work with needs to be a past, current or potential professional colleague—not a personal friend, neighbor, relative, or member of the program. Following are the three main components of the mentoring project:

- a) 10 points of 30. **Mentoring needs assessment** – Use the questions in the syllabus (attached). Write up the answers to the questions and also a 3 page summary/analysis (double spaced). In the summary/analysis provide a brief overview of the teacher’s background, the teaching situation, and main needs that you will focus on in the mentoring.
- b) 10 points of 30. In the second session develop an **Action Plan** together with the teacher. This will include a list of goals for the mentoring and a specific schedule of dates/times with bullets about what you expect to work on at each session. A chart is often useful for this purpose
- c) 10 points of 30. **Summary/reflection**. First, describe your experiences and the goals that were accomplished through your individual mentoring. Then reflect on the experience. What went well? What did you need to change/adapt along the way? What were some surprises? What would you do the same or differently next time? (About 3-4 pages, double spaced). You should give examples but do not use names of teachers.

EDRD 634, "School-Based Leadership in Literacy"
Individual Mentoring Project

Additional Mentoring Issues to Discuss in Class

What do you do...?

- To set goals for your mentoring plan
- To decide where to start
- To determine your mentee's strengths and weaknesses
- To determine your mentee's receptiveness (to new and/or unfamiliar ideas, strategies, practices)
- To address concerns if the mentee talks about practices/strategies that you know are incorrect
- To provide correct information if you inadvertently provide incorrect or inaccurate information
- To help the mentee understand what they can gain or learn from the experiences
- To prioritize what content to cover
- To determine whether you should focus on strategies or theory or both
- To address issues/content you (as the mentor) are unfamiliar with
- To evaluate the effectiveness of the mentoring experience

Workshop /Study Group Project

Professional Development Leadership Project Planning (20 points)

Using the content and information you learn in your mentoring project and from other sources (such as prior courses in your program or conferences you have attended), plan a one-hour large group workshop OR a two-session small group “study group” for colleagues in a school or another educational setting on a topic related to literacy. You can choose the topic for the professional development project. It may be related to the topic of your mentoring project or a need or interest of teachers at your school.







- a) Workshop Notebook: Create an organized notebook for your workshop or study group. The following materials should be included in the notebook:
 - 1) Overview and purpose/goal statement in which you address the following questions: How would you describe the target audience? Why do you think that this particular audience would benefit from this workshop/study group?
 - 2) Detailed outline of the session(s): Be sure to include an introductory activity, learning activities, and closure; include estimated time for each phase. Imagine that you are writing a lesson plan for professional development that someone else has to follow – use that level of detail.
 - 3) **Five annotated** references that you use to create your presentation, which you would recommend to others for further information: Put this information into a handout to be given to teachers; be sure to follow APA format.
 - 4) List of all materials/equipment you plan to use, including any handouts, PowerPoint slides (copies are acceptable), materials for activities, and so forth. Put copies in the notebook.
 - 5) An anonymous evaluation form that you will distribute to participants and collect at the end of the workshop.

You will present a brief overview of your workshop during the EDRD 634 class – the presentation will focus on your objectives, outcomes for workshop, references, setting, and possible participants.

Note: You may work with 1-2 other individuals on this project, but you must be sure that you can work with these same individuals to implement the project when you take EDRD 635.

2010-1011 Test Dates for VCLA and VRA Paper-Based Testing (<http://www.va.nesinc.com/>)

VCLA paper-based testing is offered at six test administrations per program year. VRA paper-based testing is offered at five test administrations this program year. Refer to the following table for registration options and deadlines for each test administration.

Test Date	Regular Registration Deadline 	Late Registration Deadline (additional fee applies) 	Emergency Registration Deadline (additional fee applies) 	Score Report Date (unofficial scores available at 5:00 p.m.)
September 25, 2010	August 27, 2010	September 3, 2010	September 21, 2010	October 22, 2010
November 6, 2010	October 8, 2010	October 15, 2010	November 2, 2010	December 3, 2010
January 22, 2011	December 27, 2010	January 3, 2011	January 18, 2011	February 18, 2011
March 26, 2011	February 25, 2011	March 4, 2011	March 22, 2011	April 22, 2011
May 14, 2011	April 15, 2011	April 22, 2011	May 10, 2011	June 10, 2011
July 16, 2011*	June 17, 2011	June 24, 2011	July 12, 2011	August 12, 2011
<p>The deadline for submission of requests and all necessary documentation for alternative testing arrangements is the regular registration deadline. Because of space, staff, and time constraints, there can be no assurance that requests received after this deadline can be accommodated.</p>				
<p> Internet Registration All registration periods. To register on the Internet, your registration must be completed by 5:00 p.m. eastern time on the registration deadline for the period.</p>				
<p> U.S. Mail Registration Regular and late registration periods only. To register by mail during the regular registration period, your registration materials must be postmarked by the regular registration deadline. During the late registration period, your registration materials must be received by 5:00 p.m. eastern time on the late registration deadline.</p>				
<p> Telephone Registration Emergency registration period only. To register by telephone, call (866) 613-3292 or (413) 256-2888, 9:00 a.m.–5:00 p.m. eastern time, Monday–Friday, excluding the following holidays: September 6, 2010; January 17, 2011; and July 4, 2011. You must call by 5:00 p.m. eastern time on the emergency registration deadline.</p>				

EDRD 634 School Based Leadership in Literacy
Performance-Based Assessment Rubric

Points/Comments	No Evidence	Developing Clear Evidence	Acceptable
IRA 4.3 – Model reading and writing enthusiastically as valued life-long activities	Does not provide evidence of modeling literacy as a valued life-long activity	Provides partial evidence of modeling literacy as a valued life-long activity	Provides evidence of modeling literacy as a valued life-long activity
IRA 5.1 – Display positive dispositions related to reading and the teaching of reading	Does not provide evidence of positive attitudes and beliefs related to reading and the teaching or reading	Provides partial evidence of positive attitudes and beliefs related to reading and the teaching of reading	Provides evidence of positive attitudes and beliefs related to reading and the teaching of reading.
IRA 5.3 – Work with colleagues to observe, evaluate, and provide feedback on each other’s practice	Does not work in a collaborative, positive, and supportive manner with colleagues to observe, evaluate, and provide feedback on each other’s practice.	Works in a partially collaborative, positive, and/or supportive manner with colleagues to observe, evaluate, and/or provide feedback on each other’s practice.	Works in a collaborative, positive, and supportive manner with colleagues to observe, evaluate, and provide feedback on each other’s practice.

<p>IRA 5.4 – Participate in, initiate, implement, and evaluate professional development programs.</p>	<p>Does not provide evidence of participating in professional development (e.g., conference participation, study groups, seminars, etc.)</p> <p>And</p> <p>Does not plan, implement, and evaluate a meaningful and well developed professional development opportunity for colleagues based on research in adult learning and professional development.</p>	<p>Provides evidence of participating in professional development (e.g., conference participation, study groups, seminars, etc.)</p> <p>And</p> <p>Plans, implements, and evaluates a partially meaningful and/or somewhat developed professional development opportunity for colleagues based on research in adult learning and professional development.</p>	<p>Provides evidence of participating in professional development (e.g., conference participation, study groups, seminars, etc.)</p> <p>And</p> <p>Plans, implements and evaluates a meaningful and well developed professional development opportunity for colleagues based on research in adult learning and professional development.</p>
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