

**EDRD 634 – 001 “School-Based Leadership in Literacy” (3 Credits)**

Summer 2011 (Price William 2010 Literacy Cohort)

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Class meetings: Thursdays 5-9 pm, May 19-July 14

Location/Campus: Bull Run Hall (BRH) 258/Prince William Campus

Course Overview

*Prerequisites*

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EDRD 630, 631, 632, and 633; admission to literacy emphasis or permission of program coordinator.

*Course Description*

**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.

*Additional Information*

The requirements for 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 addresses 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.

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. (Also 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.

IRA Standards:

2010 Standards 1.1, 2.1, 4.1, 4.2, 6.1, 6.3

1.1 Understand major theories and empirical research that describe 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 connections

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 will also be addressed in this course

- 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

### **Performance Based Assessments**

Students are required to satisfactorily complete one or more performance-based assessments (PBAs) in each 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.

**Required State Licensure Assessment:** Reading for Virginia Educators: Reading Specialist (RVE for Reading Specialists)

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. It is recommended students take this test only after they have completed EDRD 633/637 and EDRD 632.

This is a new version of the test (changes take place July 1, 2011). (If a student has taken it earlier the score on the old test will be accepted (Virginia Reading Assessment for Reading Specialists). The Virginia Board of Education is expected to set passing scores for the RVE assessments in late spring 2011. Registration information for the new tests is available on the ETS Web site <http://www.ets.org/praxis/register>. Information on the test can be found at <http://www.va.nesinc.com/>.

### Our Class Structure

The 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 three types of activities:

1. Mini-lectures, activities, and discussions related to literacy leadership activities
2. Discussions 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

### **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. (2007). *Reading specialists and literacy coaches in the real world (2<sup>nd</sup> Ed)*. Boston: Allyn and Bacon.

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## **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/>].

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### **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. 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/>. Also see the OWL website at Purdue University for samples.
- 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 journal question (will be provided). Class participation will influence your grade.

#### E. Electronic Access and Course Website

Students must have access to email and the Internet, either at home, work, or the 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 email. Our course website (blackboard) will include information and resources important to your successful completion of the course. These may include the course syllabus, an announcement page, notes or class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We also may hold occasional discussions via blackboard.

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### Course Requirements:

- A. Textbook Learning/Discussion Logs (20%). (See schedule of due dates for assignments). For this assignment you will keep a notebook of writing related to each text chapter (10 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 (hard copy, at least one page in length). If for some reason you will be absent you must email to the instructor before the class to receive credit.
- B. 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 advocated by research (e.g. discussion leader, connector, illustrator, passage master, and “comprehension strategy user”) that will guide the literature circle discussion. In addition to participation, 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.
- C. Individual Mentoring Project (60%). (See PBA description) (Course PBA – must post to Taskstream at the end of the semester). Grade in course will not be posted until the document is available to the instructor on Taskstream.**

#### Grading Scale:

94-100points – A  
90-93 points – A-  
87-89 points – B+  
80-86 points - B  
74-79 – C  
74 and below: F

### **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 in a Virginia school division the specialist will submit 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 a accredited school (see state regulations for complete information). Candidates also must hold a master's degree at the time of application.
- 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 may need to 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). Send to Jennifer Coratolo, fax 993-2082 or email [jcoratol@gmu.edu](mailto:jcoratol@gmu.edu). \*\*\* 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 (held in May). 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). The May ceremonies each year honor graduates from Dec., May, and August (you can "walk" before you finish you last course, as a master's student).

### ***Professional Organizations***

1. Greater Washington Reading Council: [www.gwrc.net](http://www.gwrc.net)
2. Virginia State Reading Association: [www.vsra.org](http://www.vsra.org)
3. International Reading Association (IRA) (organization for educators/ and researchers) [www.reading.org](http://www.reading.org)
4. Literacy Research Association (an international literacy research organization): [www.nrconline.org](http://www.nrconline.org)
5. National Council of Teachers of English (NCTE): [www.ncte.org](http://www.ncte.org)

### ***Upcoming Literacy Conferences***

- ALER – national organization having conference in Virginia this fall: Association of Literacy Educators and Researchers (national organization) (Richmond). Nov. 4-7 2011. [www.aleronline.org](http://www.aleronline.org);
- VSRA – Virginia State Reading Association – conference in the spring. [www.vsra.org](http://www.vsra.org)
- GWRC – Greater Washington Reading Council (regional – great for networking locally) has a fall conference

Schedule Summer 2011 (Subject to adjustment if need arises)

Class	Topic	Assignment due	Reading
Class 1	<ul style="list-style-type: none"> <li>Syllabus overview</li> <li>Reflect on past program experiences</li> <li>KWL – what do we know/what do we need to learn?</li> </ul>		<ul style="list-style-type: none"> <li>In class - Begin review of standards/position statements with group (See below, Feb 2)</li> <li>In class- develop questions for interview with mentee.</li> <li>In class- case study (handout – Mary Ann)</li> <li>In class-explore the history of literacy (IRA website) and USDOE websites on reading</li> </ul>
Class 2	Historical perspectives	*Reading Log 1: V/S Ch 1, p. 24/25, question 1 or question 3 (2-3 pages).	<p>Vogt and Shearer, Chapter 1</p> <p>Pick one of the following and orally share with the class (we will select in class – small groups):</p> <ul style="list-style-type: none"> <li>IRA Position Statement: <i>Teaching All Children to Read: The Roles of the Reading Specialist</i>. (ALSO an Appendix in Vogt &amp; Shearer) <a href="http://www.reading.org/General/AboutIRA/PositionStatements/ReadingSpecialistPosition.aspx">http://www.reading.org/General/AboutIRA/PositionStatements/ReadingSpecialistPosition.aspx</a></li> <li>IRA Position Statement: <i>The Role and Qualifications of the Reading Coach in the United States</i> <a href="http://www.reading.org/General/AboutIRA/PositionStatements/ReadingCoachPosition.aspx">http://www.reading.org/General/AboutIRA/PositionStatements/ReadingCoachPosition.aspx</a></li> <li>Standards for Middle &amp; HS Literacy Coaches (this is very long - just skim the text) <a href="http://www.reading.org/General/CurrentResearch/Standards/CoachingStandards.aspx">http://www.reading.org/General/CurrentResearch/Standards/CoachingStandards.aspx</a></li> <li>Explore this site and select 1 resource to read from the Literacy Coaching Online Library <a href="http://www.literacycoachingonline.org/library.html">http://www.literacycoachingonline.org/library.html</a></li> </ul>
Class 3	<ul style="list-style-type: none"> <li>Strategies for reading specialists/literacy coaches</li> <li>Communication/ Consultation skills</li> </ul>	<p>*Select mentee by this date. (Instructor will ask for this information in class)</p> <p>*Reading Log 2 - V/S Ch 2: Page 53 complete #1.</p>	<ul style="list-style-type: none"> <li>Vogt &amp; Shearer, Ch. 2</li> <li>Guth &amp; Pratt-Fartro – Ch 1 (Inquiry Group –see syllabus)</li> </ul>
Class 4	<ul style="list-style-type: none"> <li>Literacy Teams and Visions</li> <li>Begin to create an Action Plan</li> </ul>	<p>*Reading Log 3 - V/S Ch 3: Pg. 70 #1</p> <p>*Begin mentoring about this date – remember to bring you notebook to class each week.</p>	<ul style="list-style-type: none"> <li>Guth &amp; Pratt-Fartro – Ch 2</li> <li>Vogt &amp; Shearer, Ch. 3</li> </ul>
Class 5	<ul style="list-style-type: none"> <li>School Needs Assessment and Plan</li> </ul>	<p>*Reading Log 4 – V/S Ch 4. Create 5 questions for a needs assessment survey that might be helpful to your school (we will share in class).</p>	<ul style="list-style-type: none"> <li>Guth &amp; Pratt-Fartro – Ch 3 (Lit Circle)</li> <li>Vogt &amp; Shearer, Ch. 4</li> </ul>

Class 6	<ul style="list-style-type: none"> <li>• Revisit assessment</li> <li>• Differentiating Instruction</li> <li>• Revisit progress on Action Plans</li> <li>• Use assessment information to engage student learning</li> </ul>	<ul style="list-style-type: none"> <li>• 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 previously worked) (2 pages)</li> <li>• Reading Log 6 – V/S Ch 6:</li> <li>• P. 114 “Thinking points” on lower half of page – do 1 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch. 5 &amp; 6</li> <li>• Guth &amp; Pratt-Fartro – Ch 4 &amp; 5</li> </ul>
Class 7	<ul style="list-style-type: none"> <li>• English Learners and Dialect Differences</li> </ul>	<p>Reading Log 7 – V/S Ch 7: After reading, discuss two ideas in the chapter that were new to you (2 pages).</p>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch. 7</li> <li>• Guth &amp; Pratt-Fartro – Ch 6</li> </ul>
Class 8	<ul style="list-style-type: none"> <li>• Comprehensive Elementary Programs &amp; Secondary Programs</li> <li>• Revisit progress on Action Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 8 – V/S Ch 8 &amp; 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch 8 &amp; 9</li> <li>• Guth &amp; Pratt-Fartro – Ch 7</li> </ul>
Class 9	<ul style="list-style-type: none"> <li>• Selection of materials and technology for literacy programs</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log 9 – V/S Ch 10: p. 213 #3 (two pages).</li> </ul> <p>Literature Circle paper due</p>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch. 10</li> <li>• Guth &amp; Pratt-Fartro – Ch 8</li> </ul>
Class 10	<p>Professional Development and Advocacy</p>	<ul style="list-style-type: none"> <li>• Reading Log 10 – V/S Ch 11 &amp; 12: Write a paragraph on what you see as the most important issue in each chapter.</li> <li>• Final Mentoring Report Due (post to TaskStream).</li> </ul>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch. 11 &amp; 12</li> </ul>



## EDRD 634

### Performance Based Assessment: Mentoring Project (IRA 2010 Standards 1.1, 2.1, 4.1, 4.2, 6.1, 6.3)

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 with whom you work will be a past, current or potential professional colleague—not a personal friend, neighbor, relative, or member of the program.

- A. **Introduction including the mentoring needs assessment.** In your first session, you will conduct an interview/needs assessment, with a focus on the following themes: Using data to guide effective literacy instruction; increasing student motivation and engagement; using technology; and understanding diversity. Questions for the interview will be developed in class. Turn in: (1) The questions and answers of your interview (your typed notes) (2) A 3 – 4 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. Be sure to include information on the teacher’s knowledge/background related to the 4 themes mentioned above (use of data, student motivation/engagement, technology, and teaching diverse learners).
- B. **Creating an Action Plan.** In the second session, you will work with the mentee to develop an **Action Plan**. 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. For your plan, you will focus on a particular area of instruction (e.g., reading comprehension in math) but will continue to focus on the 4 themes (use of data, student motivation/engagement, technology, and teaching diverse learners). These themes are designed to be useful and important for planning lessons on any topic. For example, you may wish to help the teacher to design several lessons or a unit to use in the fall that integrate technology and motivation/engagement strategies. These lessons should show differentiation for diverse learners. While preparing the lessons, the teacher could share with you actual student data such as work samples and/or test data. During the sessions, you would share with the teacher articles (such as from *The Reading Teacher* or the *Journal of Adolescent and Adult Literacy*) on relevant topics. You might also share with the teacher strategies and technology resources for looking up information that would be helpful in their teaching.
- C. **Reflection on each session** – Write a reflection within a few days after each session – one to two pages, typed –to include the following: Descriptive – what you did; analytical – how it went; reflective – what changes, if any, do you need to make in your direction or next meetings based on what occurred. You should have one for each session, whether you had 8 or fewer. If your sessions were longer (e.g., 2 hours rather than 1 hour), it is expected that the reflections would be longer. (For example, if you had only 4 sessions, you would turn in 4 two-page reflections.)
- D. **End of Project Summary/Reflection.** (About 8 pages – use APA, 6<sup>th</sup> edition, and include a reference list). Look back over your goals and weekly reflections and describe your experiences and the goals that were accomplished through your individual mentoring. First, reflect on beginning the experience. What were your goals, and why did you select these goals? (In this section discuss the teacher interview and your analysis of her/his knowledge related to the 4 themes.) Second, discuss overall the types of activities you engaged the teacher in, and how these are consistent with both the 4 themes (see A, above) as well as theory about adult learning (see your textbook or other resources). Also discuss the teacher’s reactions and any surprises. Third, discuss what in your original plan you needed to change/adapt along the way, and why. Fourth, reflect on your own mentoring process and

learning: What went well for you as a mentor and why? What would you change next time? How, in your work, did you display a “positive disposition toward [your own] reading and writing and the teaching of reading and writing” (Standard 6. 2).

## Workshop /Study Group Project

*Professional Development Leadership Project Planning (20 points)—note that this will later be implemented during EDRD 635.*

### Description:

Plan a one-hour large group workshop OR a two-session small group “study group” (at least a half hour each) 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 based on the interests/needs of the teachers in your setting.

### What you will turn in:

- a) An organized “notebook” on a **CD/DVD or flash drive**. **Please label each file with the appropriate number and title given in the list below.**

The following materials must be included:

- 1) **Overview:** Overview and purpose 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) **Outline:** Very detailed outline of the session(s): Be sure to include an introductory activity, learning/discussion 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) **References:** Five annotated references/resources that you would recommend to others for further information. Write a one-paragraph description of each. When you conduct the workshop you will provide this on a handout to teachers; be sure to follow APA format.
  - 4) **Materials:** List of all equipment/materials you plan to use.
  - 5) **Appendix:** A copy of handouts and PowerPoint slides you plan to use. (Create these – don’t just describe them)
  - 6) **Evaluation:** An anonymous evaluation form that you will distribute to participants and collect at the end of the workshop.
  - 7) **Reflection:** A one-page reflection stating how you incorporated feedback from the instructor and your peers in your final plan. (See b, below).
- b) Present in class a succinct (10 minute) PowerPoint (or other electronic) overview of your plan as well as your evaluation form. Provide feedback to others (a form will be provided in class for this feedback). Make sure to show the class the time estimate for each part of your plan.