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

EDRD 634.6R1
School-Based Leadership in Literacy
3 Credits

Spring 2012

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Day: Wednesdays
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I. COURSE DESCRIPTION:

Prerequisites**:** EDRD 630, 631, 632, and 633; admission to the Literacy emphasis or permission of the literacy program coordinator.

Prepares the 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 sites.

II. LEARNER OUTCOMES

EDRD 634 prepares the reading specialist as a school leader and expands knowledge of literacy gained in prerequisite courses and applies it to professional development work with teachers at their own school sites. The requirements for EDRD 634 are focused on designing and implementing specific literacy professional development activities. Consequently the assignments focus on individual and collaborative work to create, implement, and evaluate a variety of professional development experiences for teachers, administrators, and paraprofessionals. 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.

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).

III. PROFESSIONAL STANDARDS (Standards for Reading Professionals): International Reading Association Standards (2010*) 1.1, 2.1, 4.1, 4.2, 6.1, 6.3*

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

6g. Demonstrates the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers

6h. Demonstrates the ability to organize and supervise the reading program within the classroom, school, or division

IV. NCATE/IRA Standards and Performance-Based Assessments
Satisfactory completion of every PBA as well as posting to Taskstream is required before moving to the next course. The Taskstream assessment system can be found at http://www.taskstream.com/pub/. Students are required to submit the designated PBA to each courses instructor so that the assignment can be evaluated when the assignment is due. Only assignments/PBAs posted to Taskstream will be assessed. No final grades for courses will be posted until ALL required PBAs are posted to Taskstream.

V. 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 licensure requirement for reading specialists. *Students must scan their score sheet and it to Taskstream by the last session of EDRD 635.* 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). Registration information for the RVE is: http://www.va.nesinc.com/ available on the ETS Web site http://www.ets.org/praxis/register.

Graduation and Licensure

- RVE (you must have a passing score on this test before you apply for licensure). See http://www.va.nesinc.com/ for more information.
- Meet with GMU Licensure Specialist Travis Holder (tholder@gmu.edu). You will apply for your licensure *immediately* after you have completed the literacy coursework and master's degree. If you wait until the following term you may have to pay a fee to re-active your file.
- Review in 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. See http://registrar.gmu.edu/gif/index.html for more information. Students may apply for January and May graduation at the beginning of our fall semester.

VI. <u>General Requirements</u>

Readings and participation
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 both notes on and reactions to readings. Class participation is a required component of your grade.

Class attendance
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. You are expected to email assignments regardless of class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

Assignments
All assignments should be turned in on the due date in the schedule below via paper copy OR email attachment (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment titles (ex: HARDY_ProfDevProposal.docx). All assignments must be typed in 12-point Times New Roman font, and double-spaced with one—inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

General

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable time frame. I will be available for the 15 minutes following class, by appointment, and by-email. I look forward to collaborating with each of you as you work towards your goals.

Our course website (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard.

Core Values
The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practices, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

VII. 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/].

VIII. Class Structure & Nature of Course Delivery

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. 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.

IX. 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 (2nd Ed).* Boston: Allyn and Bacon.

Additional readings will be made available on-line.

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://mymasonportal.gmu.**edu**
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X. Course Requirements and Evaluative Criteria

1. *Class Participation* (10%) - Daily attendance and consistent, thoughtful participation will earn the full 10 points for class participation. For each session, you are (unexcused) 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 30% or more of our class sessions will result in automatic failure of the class.

2. *Literature/Idea Circle Reflection Logs (15%)* – Candidates 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 course textbooks and relevance to classroom practice. The paper will be typed and approximately four 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.

3. *Professional Development Mentoring Project (50%).* ***See PBA description***

4. *Diversity Website (25%).* ***See PBA description***
These are course PBAs. You must post to Taskstream at the end of the semester. Your grade in the course will not be posted until the document is available to the instructor on Taskstream.

Assignments		*Grading Scale*
Class participation	10 points	A = 94% - 100%
Literature/Idea Circle Participation	15points	A-= 90% - 93%
*Professional Development Project	50 points	B+= 87% - 89%
*Diversity Website	25 points	B = 80% - 86%
Total:	100 points	C = 75% - 79%

XI. Resources:

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

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

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

McKenna, M. & Walpole, S. (2009). *The literacy coaching challenge.* New York: Guilford.

Nieto, S. (2003). *What keeps teachers going?* 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/

Walpole, S., & McKenna, M. (2005). *The literacy coach's handbook: A guide to research-based practice.* New York: Guilford.

Coaching Websites:

http://www.literacycoachingonline.org (NCTE/IRA literacy coaching resource site)

Professional Organizations:

Greater Washington Reading Council: www.gwrc.net
Virginia State Reading Association: www.vsra.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. 8/29	Syllabus Overview Reflect on past program experiences (KWL) The role of the reading specialist	In class, set up literature/idea circles for Guth & Fartro; Vogt & Shearer texts. Discuss needs assessment survey for PD study group & mentoring project	Begin review of standards/position statements with group In class – explore history of literacy & choose readings for next week Introduction of diversity website assignment
2. 9/5	Historical Perspectives – where are we going & where have we been? Defining the Role of the Reading Specialist/ Reading Coach	Obtain principal permission for Literacy Coaching Project Develop needs assessment survey for Literacy Coaching Project	In class assignment: review one of the documents below, and with a partner, share in class IRA Position Statement: *Teaching All Children to Read: The Roles of the Reading Specialist* (ALSO an Appendix in Vogt & Shearer – http://www.reading.org/General/AboutIRA/PositionStatements/ReadingSpecialistPosition.aspx IRA Position Statement: *The Role and Qualifications of the Reading Coach in the United States* – 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 and read 2 or 3 resources of your choice from the Literacy Coaching Online Library http://www.literacycoachingonline.org/library.html
3. 9/12	Creating a school wide vision School literacy plans	Literature Circles meeting 1 Touch base on school needs assessment & how that segues into study group & mentoring project	Literature Circle: Guth & Pratt- Fartro Ch. 1 Do's and Don'ts for Literacy Coaches (Bean & DeFord, LCC)
4. 9/19	NO CLASS	Work on School Needs Assessment *5 page proposal	
5. 9/26	Contexts, assessments, and adapting instruction	Literature Circle #2 School Needs Assessment and 5-page proposal	Literature Circle: Guth & Pratt-Fartro Ch. 2
6. 10/3	Culture & Language Reading/literacy programs in schools	Literature Circle #3 Ideas for study group	Literature Circle: Guth & Fartro Chapter 3 Walpole & Blamey (2008) Elem. Lit Coaches/Dual Roles

			Brozo & Hargis (2003) Reform to make HS reading more responsive
	Study groups & mentoring		
7. 10/10	Serving as a literacy coach and providing professional development	Final Literature Circle Study group plan due In-class select diversity website groups	Peterson, Taylor, Burnham & Schock (2009) Reflective Coaching Conversations Steckel (2009) Coaching in Urban Schools McKenna & Walpole (2008) chapter 1 (e-reserves) Hasbrouch & Denton (2007) Student-focused coaching
8. 10/17	NO CLASS	Work on Study Group & Mentoring project	
9. 10/24	Individual Conferences for everyone	Work on Study Group & mentoring project	
10. 10/31	NO CLASS	Work on Study Group & mentoring project	
11. 11/7	NO CLASS	Work on Study Group & mentoring project	Article Reading 3, 4, and 5 (see class 10)
12. 11/14	Evaluating and selecting instructional & technological	Diversity website group work	Vacca, Vacca & Mraz (2011) Ch. 2 (e-reserves)

	materials		
13. 11/28	In class presentations	STUDY GROUP & MENTORING PROJECT DUE	Bring draft of website text
14. 12/5	Diversity Website Presentations Course evaluations	Diversity Website description, text, teacher reaction & links – see PBA	

Literacy Coaching Project

Performance Based Assessment for EDRD 634: School-Based Leadership in Literacy

IRA Standards Addressed: 2 (Curriculum and Instruction), 4 Diversity), 5 (Literate Environment) and 6 (Professional Learning and Leadership)
IRA Elements Reading Specialists/Literacy Coaches: 2.1, 4.1, 5.1, 5.2, 6.1, 6.2, 6.3
Please note that in rubrics, numbers and letters (e.g. 6.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches.

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 seminar, 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. You instructor will provide a letter introducing the project to your school administration.

Rubric for School-Based Leadership in Literacy

IRA Standards/Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
6.1 a Use literature and research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Candidate's work demonstrates very strong knowledge and understanding of adult learning and the impact of school culture on organizational change.	Candidate's work demonstrates strong knowledge and understanding of adult learning and the impact of school culture on organizational change.	Candidate's work demonstrates limited knowledge and under-standing of adult learning and the impact of school culture on organiza-tional change.	Candidate's work demonstrated very limited or no knowledge and under-standing of adult learning and the impact of school culture on organiza-tional change.	
6.1c Use the research base to assist in building an effective, school wide professional development program.	Candidate's work demonstrates very strong ability to use the research base to assist in building an effective, school wide professional development program.	Candidate's work demonstrates strong ability to use the research base to assist in building an effective, school wide professional development program.	Candidate's work demonstrates limited ability to use the research base to assist in building an effective, school wide professional development program.	Candidate's work demonstrates very limited or no ability to use the research base to assist in building an effective, school wide professional development program.	

6.1b Use knowledge of students and teachers to build effective professional development programs.	Candidate's work demonstrates very strong knowledge of students and teachers for building an effective professional development program.	Candidate's work demonstrates a moderate knowledge of students and teachers for building an effective professional development program.	Candidate's work demonstrates limited knowledge of students and teachers for building an effective professional development program.	Candidate's work demonstrates very limited or no knowledge of students and teachers for building an effective 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.	Candidate's work demonstrates a very strong understanding of the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Candidate's work demonstrates a moderate understanding of the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Candidate's work demonstrates a limited knowledge of the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Candidate's work demonstrates very limited or no knowledge of the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	
2.1 Works with teachers and others to use foundational knowledge to design or implement an integrated comprehensive and balanced curriculum.	**2.1d** Candidate works with others in the school site to analyze school literacy needs and plan professional development with excellent success.	**2.1d** Candidate works with others in the school site to analyze school literacy needs and plan professional development with good success.	**2.1d** Candidate works with others in the school site to analyze school literacy needs and plan professional development with some success.	**2.1d** Candidate does not work with others in the school site to analyze school literacy needs and plan professional development or works with very limited	

				success.	

Part II; Study Group Leadership and Mentoring

1. Design a 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, write a reflection and create a detailed plan for the next meeting based on what occurred. Between sessions, ask 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 a 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. Make recommendations related to improving literacy instruction (e.g., ideas for next times and/or additional resources). Remember that you are not an evaluator.

3. At the end of all of your study group 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 observation. **Please make this into one document to submit to Taskstream.**

Rubric for Part II: Study Group Leadership

IRA Standards/Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
5.1, 5.2 Help teachers to create a literate environment for learners that	Candidate's work demonstrates very strong	Candidate's work demonstrates strong ability to	Candidate's work demonstrates moderate	Candidate's work demonstrates limited or no	

optimizes their use of texts, is low risk, and includes scaffolded support, choice, and motivation.	ability to help teachers to create a literate environment for learners that optimizes their use of texts, is low risk, and includes scaffolded support, choice, and motivation.	help teachers to create a literate environment for learners that optimizes their use of texts, is low risk, and includes scaffolded support, choice, and motivation.	ability to help teachers to create a literate environment for learners that optimizes their use of texts, is low risk, and includes scaffolded support, choice, and motivation.	ability to help teachers to create a literate environment for learners that optimizes their use of texts, is low risk, and includes scaffolded support, choice, and motivation.	
6.2d Demonstrate effective interpersonal, communication, and leadership skills.	Candidate's work demonstrates very strong interpersonal, communication, and leadership skills.	Candidate's work demonstrates strong interpersonal, communication, and leadership skills.	Candidate's work demonstrates limited interpersonal, communication, and leadership skills.	Candidate's work demonstrates very limited or no interpersonal, communication, and leadership skills.	
6.3a Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Candidate's work demonstrates very strong collaboration in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Candidate's work demonstrates strong collaboration in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Candidate's work demonstrates limited collaboration in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Candidate's work demonstrates very limited or no collaboration 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.	Candidate demonstrated very strong support of teachers in their efforts to use technology in literacy assessment and instruction.	Candidate demonstrated strong support of teachers in their efforts to use technology in literacy assessment and instruction.	Candidate demonstrated limited support of teachers in their efforts to use technology in literacy assessment and instruction.	Candidate demonstrated limited or no support of teachers in their efforts to use technology in literacy assessment and instruction.	
4.1b Assist teachers in developing	Candidate demonstrated	Candidate demonstrated	Candidate demonstrated	Candidate demonstrated	

reading and writing instruction that is responsive to diversity.	very strong ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	strong ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	limited ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	very limited or no ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	

NCATE Assessment # 7
Diversity Website

IRA Standards Addressed: 1 (Foundational Knowledge), 2 (Curriculum and Instruction) and 4 (Diversity)
IRA Elements Reading Specialists/Literacy Coaches: 1.1, 2.3, 4.1, 4.2
Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches

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 populations 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 makes 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).

Rubric for Diversity Website

IRA Standards/ Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (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.	Candidate's work demonstrated a very strong ability to 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.	Candidate's work demonstrated a strong ability to 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	Candidate's work demonstrated a limited ability to 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	Candidate's work demonstrated a weak or non-existent ability to 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	

		system in their learning to read and write in English.	system in their learning to read and write in English.	support system in their learning to read and write in English.	
2.3 Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Candidate demonstrates very strong knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Candidate demonstrates strong knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Candidate demonstrates moderate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Candidate demonstrates limited or no knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	
4.1a Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Candidate demonstrated a very strong understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Candidate demonstrated a strong understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Candidate demonstrated a limited understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Candidate did not 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.	
4.1c Assist teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Candidate provided very strong assistance to teachers in understanding the relationship between first- and second-language acquisition and literacy	Candidate provided strong assistance to teachers in understanding the relationship between first- and second-language	Candidate provided limited assistance to teachers in understanding the relationship between first- and second-language	Candidate provided very limited or no assistance to teachers in understanding the relationship between first- and second-language	

	development.	acquisition and literacy development.	acquisition and literacy development.	acquisition and literacy development.	
4.2b Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Candidate provided very strong assistance in supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Candidate provided strong assistance in supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Candidate provided limited assistance in supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Candidate provided very limited or no assistance in supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	
4.2e Provide support and leadership to educators, parents, and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Candidate's work provided very strong 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.	Candidate's work provided strong 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.	Candidate's work provided limited 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.	Candidate's work provided very limited or no 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.	