

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**  
EDRD 634.002: School-Based Leadership in Literacy  
3 Credits, Spring 2014  
4:30-7:10 Wednesdays  
Fairfax Campus: Robinson Hall A250

**PROFESSOR (S):**

Name: Thana L. Vance, Ph.D.

Office Hours: By appointment

Email address: [tvancero@gmu.edu](mailto:tvancero@gmu.edu)

Phone: 703-xxx-xxxx

**COURSE DESCRIPTION:****A. Prerequisites/Corequisites:**

EDRD 630-Advanced Literacy Foundations and Instruction, Birth to Middle Childhood; EDRD 631- Advanced Literacy Foundations and Instruction, Adolescent through Adulthood; EDRD 632- Literacy Assessments and Interventions for Groups; and EDRD 633- Literacy Assessments and Interventions for Individuals; admission to the Literacy emphasis or permission of the literacy program coordinator.

**B. University Catalog Course Description**

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.

**C. Expanded Course Description**

Not Applicable

**Nature of Course Delivery:**

Face-to-Face

**LEARNER OUTCOMES:**

This course is designed to enable students to:

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

**PROFESSIONAL STANDARDS (Standards for Reading Professionals):**

International Reading Association Standards (2010) addressed in this course:

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. 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

**Additional Information: *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 upload it to Taskstream before finishing literacy coursework.* 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 <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.

**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 (3rd Ed)*. Boston: Allyn and Bacon.

Additional readings will be made available on Blackboard.

**Additional Resources:**

Beers, K., & Probst, R. (2013). *Notice and note: Strategies for close reading*. NH: Heinemann

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.

Lehman, C. & Roberts, K. (2014). *Falling in love with close reading*. NH: Heinemann.

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

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.

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

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

Walpole, S., & McKenna, M. (2012). *The literacy coach's handbook, second edition: A guide to research-based practice*. New York: Guilford.

Zwiers, J. & Crawford, S. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Maine: Stenhouse.

**Coaching Websites:**

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

**Professional Organizations:**

Greater Washington Reading Council: [www.gwrc.net](http://www.gwrc.net)

Virginia State Reading Association: [www.vsra.org](http://www.vsra.org)

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

National Reading Conference (NRC) (an international literacy research organization) [www.nrconline.org](http://www.nrconline.org)

National Council of Teachers of English (NCTE): [www.ncte.org](http://www.ncte.org)

## COURSE ASSIGNMENTS AND EXAMINATIONS:

### 1. Assignment descriptions

- A. *Class Attendance and Participation* (10%) - Daily attendance and consistent, thoughtful participation will earn the full 10 points per day for class participation (total 150). For each session you are absent, 5 points will be deducted from your class participation points up to the total of 10 points. Attendance will be taken beginning on the first class session. Two tardies are equivalent to one absence, and missing 30% or more of our class sessions will result in automatic failure of the class. Active participation is expected and will be evaluated each class session using the following rubric:

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

- B. *Academic Conversations and Close Reading* (15%)- Candidates will actively participate in academic conversations to discuss course readings and topics. Candidates will also use the instructional routine and constructs of close reading to explore and understand the complex texts discussed each week. Candidates will explore and use the five core skills of an academic conversation (elaborate and clarify, paraphrase, support ideas with examples, build on and challenge, and synthesize) to guide the discussions (Zwiers&Crawford, 2011). In addition, candidates should explore and use research related to close reading.

In addition to participation, each discussion member will **write a summary reflection (3) on the discussion/topic of each class. Included in the reflection is a discussion of the process of using the academic conversations and close reading instructional approach, linking the experience to relevant theories and classroom practices from course readings.** Being prepared for discussion, actively listening, developing questions, and supporting responses with specific book statements will be the criteria for evaluation. Evaluation for participation: 2- 4 page reflective paper.

Excellent (9-10)	Competent (7-8)	Minimal (5-6)
Consistently prepared for discussion; actively listens to peers and regularly provides insightful feedback.  Provides critical reflection that includes links to class discussions, reading and theoretical perspectives,	Mostly prepared for discussion; listens to peers and often provides feedback.  Provides reflection that includes some links to class discussions, reading and theoretical perspectives, roots of practices, views, and values.	Inconsistently prepared for discussion; listens to peers but does not offer consistent or insightful feedback.  Provides more of a summary than a reflection; does not make strong connections to class discussions, reading and theoretical perspectives,

roots of practices, views, and values. Written in a clear, succinct manner. Well organized with strong support for ideas; nearly error-free.	Written in a mostly clear manner. Organization has minor flaws, but support for ideas is evident. Several errors.	roots of practices, views, and values. Written in an unclear manner. Organization is weak and ideas do not have sufficient support. Many errors.
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*Professional Development Mentoring Project (50%).*

**NCATE Assessment # 6**

Literacy Coaching Project

**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 seminars, you will have reading assignments of research-based chapters and articles related to principles of adult development and teacher professional development as well as school culture and organizational change. These will be discussed in class and will be important for you to consider as you move forward in this project.
2. You also will meet with the school's principal or other administrator and reading specialist (if there is one) to learn about the reading program at the school and student population, and to gain permission as well as ideas for this project.
3. You will then (with the help of your seminar instructor and the school personnel), design a needs assessment survey for the teachers at the school (related to professional develop needs and interests at the school) and collect and analyze the results. Be sure to include questions related to diverse learners in your survey. For this you may use a paper or electronic format, with school permission. Discuss the results of this survey with a group of teachers, such as your school team. Include your school administrator, if possible. In your discussion, get ideas for #4 (below).

4. After completing these steps, write a **5 page proposal** for an overall professional development plan for the school for the school year. In your proposal demonstrate your knowledge of adult/teacher development, ways school culture and other influences affect organizational change, effective literacy instructional practices, and the specific strengths and needs of the diversity of learners at this school. Your plan should include at least one study group for teachers that you will implement (see Part II of this assignment). Share this with your school administrator and reading specialist and gain their suggestions and support. Your instructor will provide a letter introducing the project to your school administration.

#### Part II: Study Group Leadership and Mentoring

1. Design a 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 time 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.**

#### D. Diversity Website (25%)

##### NCATE Assessment # 7

##### Diversity Website

##### EDRD 634: School-Based Leadership in Literacy

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 population in northern Virginia schools to share with other teachers. You will seek guidance from a technology expert at your school or the university to help you gain ideas and technical skills for sharing these through a technological medium (e.g., a website or a wiki).

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

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

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

<b>1. Assignments and Weighting</b>		<b>Due</b>
Class participation	10 percent	<b>Ongoing</b>
Academic Conversation/Close Reading Reflections	15 percent	<b>1/29, 2/12, 2/26,</b>
*Professional Development Project	50 percent	<b>Part 1:</b> <b>Needs Assessment 2/05</b> <b>Needs Assessment Power Point 2/19</b> <b>Overall Plan – 5 page proposal 3/5</b>  <b>Part II: Study Group Professional Dev</b> <b>Study Group Project 4/19</b> <ul style="list-style-type: none"> <li>• <b>Study Group Plan</b></li> <li>• <b>Session reflections (3)</b></li> <li>• <b>Evaluation surveys (3)</b></li> <li>• <b>Mentoring sessions (3)</b></li> <li>• <b>Overall reflection</b></li> </ul>
*Diversity Website	25 percent	<b>4/16</b>
Total	100 percent	

## 2. Grading Policies

Please note that Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (Please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 634 is a prerequisite for EDRD 635).

### *Grading Scale*

A= 94%-100%

A- = 90%-93%

B+= 87%-89%

B= 80%-86%

C= 75%-79%

## 3. Other expectations

### *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. 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.

### *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: VANCE\_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](http://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.

***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** that **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>**

**TASKSTREAM REQUIREMENTS:**

Every student registered for any Literacy course with a required performance-based assessment is required to submit this assessment, Literacy Coaching Project and Diversity Website, to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the final grade as an Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

**GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University

Honor Code [See <http://oai.gmu.edu/honor-code/>].

- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- c. 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.

- d. 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/>].

- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

### PROFESSIONAL DISPOSITIONS:

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

### CORE VALUES COMMITMENT:

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

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

### PROPOSED CLASS SCHEDULE:

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

Week Class	Topics	Readings DUE	Assignments DUE
1 1/22	Syllabus Overview  Reflect on past program experiences  The role of the reading specialist  Introduction discussion on literacy coaching and reading specialist	IRA Position Statement: <i>Teaching All Children to Read: The Roles of the Reading Specialist</i> (in class)  IRA Position Statement: <i>The Role and Qualifications of the Reading Coach in the United States</i> – (in class)  Academic Conversations Introduced (Matrix) <a href="http://www.fcps.edu/dss/Edleader21/5-AcademicConversationPlacemat.pdf">http://www.fcps.edu/dss/Edleader21/5-AcademicConversationPlacemat.pdf</a>  Close Reading Introduced - Brown & Kappes (2012), <i>Implementing the Common Core State Standards: A Primer on Close Reading of Text</i> <a href="http://files.eric.ed.gov/fulltext/ED541433.pdf">http://files.eric.ed.gov/fulltext/ED541433.pdf</a>	

		<p><i>Close Reading Matrix:</i>  <a href="http://www.calvertnet.k12.md.us/departments/Instruction/commoncore/documents/close_reading.pdf">http://www.calvertnet.k12.md.us/departments/Instruction/commoncore/documents/close_reading.pdf</a></p>	
2 1/29	<p>Historical Perspectives – where are we going &amp; where have we been?</p> <p>Defining the Role of the Reading Specialist/ Reading Coach</p> <p>What is a needs assessment?</p>	<p>Vogt &amp; Shearer Chapter 1 &amp; 2</p> <p>Guth-Partro Chapter 1 &amp; 2</p> <p>Standards for Middle &amp; HS Literacy Coaches  <a href="http://www.reading.org/Libraries/resources/597_coaching_standards.pdf">http://www.reading.org/Libraries/resources/597_coaching_standards.pdf</a></p> <p>Explore the Literacy Coaching Online Library  <a href="http://www.literacycoachingonline.org/library.html">http://www.literacycoachingonline.org/library.html</a></p> <p>Take brief notes on the topics you see from browsing the articles and come prepared to share and discuss.</p> <p>Academic Conversations: Zweirs and Crawford (2009) <i>How to start academic conversations</i></p> <p>Close Reading  Snow &amp; O’Connor (2013). <i>IRA Policy: Close Reading and Far-Reaching Classroom Discussion: Fostering a Vital Connection</i>  <a href="http://www.reading.org/Libraries/lrp/ira-lrp-policy-brief--close-reading--13sept2013.pdf">http://www.reading.org/Libraries/lrp/ira-lrp-policy-brief--close-reading--13sept2013.pdf</a></p> <p>OPTIONAL: Fisher &amp; Frey (2012). <i>Close reading in elementary schools.</i></p>	<p><b>Academic Conversation/Close Reading Reflection#1</b></p> <p>Principal permission for Literacy Coaching Project</p> <p>Workshop: Come prepared to draft your needs assessment</p>
3 2/5	<p>Creating a school wide vision</p> <p>Developing a Needs Assessment</p>	<p>Guth &amp; Pratt- Fartro PART II (pp. 23-79)</p> <p>Vogt &amp; Shearer Chapters 3 &amp; 4</p> <p>Power &amp; Boutilier (2009) <i>Fostering teacher learning: Reflection on leadership roles.</i>  <a href="http://www.literacycoachingonline.org/briefs/fostering_teacher_learning.pdf">http://www.literacycoachingonline.org/briefs/fostering_teacher_learning.pdf</a></p> <p>Academic Conversations: explore the website  <a href="http://www.jeffzwiers.org/">http://www.jeffzwiers.org/</a></p> <p>Lapp, Moss &amp; Johnson (213) IRA e-sentials reading: Teaching students to closely read texts: the how and when.  <a href="http://www.reading.org/Libraries/members-only/IRA-e-sentials-8022-teaching-students-">http://www.reading.org/Libraries/members-only/IRA-e-sentials-8022-teaching-students-</a></p>	<p><b>Final Needs Assessment DUE in class; bring a copy for each member of your group.</b></p>

		<p><a href="#">to-read-closely-lapp.pdf</a></p> <p>OPTIONAL: Close Reading: Fisher and Frey (2012) <i>Text complexity and close readings</i>  <a href="http://www.reading.org/Libraries/members-only/Fisher_and_Frey_-_Text_Complexity_-_January_2012.pdf">http://www.reading.org/Libraries/members-only/Fisher_and_Frey_-_Text_Complexity_-_January_2012.pdf</a></p> <p>OPTIONAL: Boyle (2013) <i>Closing in on Close Reading</i>  <a href="http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx">http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx</a></p>	
4 2/12	<p>Characteristics of effective professional development:</p> <p>Adult learning theories</p>	<p>McKenna &amp; Walpole (2008). Chapter 3 <i>Serving Adult Learners in School Contexts from The Literacy Coaching Challenge</i>.</p> <p>Webster- Wright (2010). <i>Reframing Professional Development Through Understanding Authentic Professional Learning</i>.</p> <p>Desimone (2011). <i>A Primer on Effective Professional Development</i>.  <a href="http://www.gcisd-k12.org/cms/lib4/TX01000829/Centricity/Domain/78/A_Primer_on_Effective_Professional_Development.pdf">http://www.gcisd-k12.org/cms/lib4/TX01000829/Centricity/Domain/78/A_Primer_on_Effective_Professional_Development.pdf</a></p> <p>OPTIONAL - Close Reading:  A Close look at Close reading  <a href="http://nieonline.com/tbtimes/downloads/CCSS_reading.pdf">http://nieonline.com/tbtimes/downloads/CCSS_reading.pdf</a></p>	<p><b>Academic Conversation/Close Reading Reflection #2</b></p> <p>Begin Needs Assessment Analysis</p>
5 2/19	<p>Planning to impact student achievement</p> <p>Writing your PD Plan</p>	<p>Vogt &amp; Shearer Chapter 11</p> <p>Sailors &amp; Price (2010). <i>Professional Development that Supports the Teaching of Cognitive Reading</i>.</p> <p>Hanson (2011). <i>The Life of a Literacy Coach</i>.</p> <p>Elish-Piper &amp; Allier (2011). <i>Examining the Relationship Between Literacy Coaches and Student Reading Gains in Grades K-3</i>.</p> <p>OPTIONAL - Close Reading  Fisher and Frey (2013). <i>Close Reading: fostering classroom discussion about complex ideas and texts</i>.  <a href="http://www.reading.org/Libraries/members-">http://www.reading.org/Libraries/members-</a></p>	<p>School Needs Assessment <b>Power Point DUE</b></p>

		<a href="#">only/ira-e-ssentials-8039-fostering-classroom-discussion.pdf</a>	
6 2/26	Culture & Language  Reading/literacy programs in schools  Study groups & mentoring	Vogt-Shearer Chapters 8 & 9  *Walker-Dalhouse et.al (2010). <i>Helping Diverse Struggling Readers Through Reflective Teaching and Coaching.</i>  Walpole & Blamey (2008). <i>Elementary Literacy Coaches/Dual Roles</i>	<b>Academic Conversation/Close Reading Reflection #3</b>  Ideas for study group
7 3/5	Serving as a literacy coach and providing professional development	Carlisle & Berebitsky (2011) Literacy coaching as a component of professional development  Hunt & Handsfield (2013). <i>The Emotional Landscapes of Literacy Coaching: Issue of Identity, Power, and Positioning.</i>  Hasbrouch & Denton (2007). <i>Student-focused Coaching.</i>  <i>Lynch, &amp; Ferguson (2010) Reflections of Elementary School Literacy Coaches on Practice: Roles and Perspectives</i>  *Stover et.al (2011). <i>Differentiated Coaching: Fostering Reflection with Teachers.</i>  *Peterson, Taylor, Burnham & Schock (2009). <i>Reflective Coaching Conversation</i>	<b>5 page plan DUE</b>
8 3/12	SPRING BREAK	SPRING BREAK	SPRING BREAK
9 3/19	Individual Conferences	Diversity Website Workshop	Individual Choice as needed for project
10 3/26	Individual Conferences	Diversity Website Workshop	Individual Choice as needed for project
11 4/2	Evaluating and selecting instructional & technological materials	Vogt & Shearer Chapter 10  Vacca, Vacca, & Mraz Chapter 2: Learning with New Literacies (e-reserves)	
12 4/9	Coaching for Change  Jigsaw resources	Walpole, McKenna, & Morrill (2013), <i>Building and Rebuilding a Statewide Support system for Literacy Coaches</i>  Explore and read 1 common resource (with your academic conversation group) of your choice and one individual resource from the Literacy Coaching Online Library <a href="http://www.literacycoachingonline.org/library.h">http://www.literacycoachingonline.org/library.h</a>	Work on Study Group & Mentoring project

		<a href="#">tml</a> Take notes and be prepared to share.	
13 4/16	Diversity website sharing	Be prepared to share your website with your peers for feedback.	<b>Diversity website DUE</b>
14 4/23	Study Group Project Debriefing		<b>Study Group project DUE</b>
15 4/30			<b>ALL WORK MUST BE UPLOADED TO TASKSTREAM</b>

**ASSESSMENT RUBRICS:**

Rubrics for School-Based Leadership in Literacy

**1. Rubric for Part I**

<b>Assignment Component</b>	<b>IRA Standards/ Elements</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Not Met (0)</b>
<b>Proposal</b>	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 demonstrates a sophisticated understanding of how the research connects to practice; proposal very clearly links appropriate research based theories and practice to the professional development plan; Proposal includes multiple and various references to each topic.	Candidate demonstrates a solid understanding of how the research connects to practice; proposal clearly links appropriate research based theories and practice to professional development plan; Proposal includes several references to each topic.	Candidate demonstrates an emergent understanding of how the research connects to practice; proposal addresses research based theories and practice but links to the professional development plan need stronger development; Proposal includes some references to each topic	Candidate demonstrates a limited understanding of how the research connects to practice; proposal has few references to research based theories and practice and does not connect the research to the professional development plan; may be missing research in an area or have uneven support for each topic.
	6.1c Use the				

	research base to assist in building an effective, school wide professional development program.				

Rubric for Coaching Project Part I (Project proposal)

<b>IRA Standards/ Elements</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Not Met (0)</b>	<b>Score</b>
<b>6.1a</b> 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 understanding of adult learning and the impact of school culture on organizational change.	Candidate's work demonstrates very limited or no knowledge and understanding of adult learning and the impact of school culture on organizational change.	
<b>6.1c</b> 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.	
<b>6.1b</b> Use knowledge of students and teachers to build effective professional development	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	Candidate's work demonstrates limited knowledge of students and teachers for building an	Candidate's work demonstrates very limited or no knowledge of students and teachers for building an	

programs		program	effective professional development program	effective professional development program	
<b>6.2a</b> 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.	
<b>2.1</b> Works with teachers and others to use foundational knowledge to design or implement an integrated comprehensive and balanced curriculum	<b>2.1d</b> Candidate works with others in the school site to analyze school literacy needs and plan professional development with excellent success.	<b>2.1d</b> Candidate works with others in the school site to analyze school literacy needs and plan professional development with good success.	<b>2.1d</b> Candidate works with others in the school site to analyze school literacy needs and plan professional development with some success.	<b>2.1d</b> 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.	

Rubric for Coaching Project Part II: Study Group Leadership

<b>IRA Standards/ Elements</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Not Met (0)</b>	<b>Score</b>
<b>5.1, 5.2</b> 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.	Candidate's work demonstrates very strong 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.	Candidate's work demonstrates strong 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.	Candidate's work demonstrates moderate 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.	Candidate's work demonstrates limited or no 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.	



<b>6.2d</b> 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	
<b>6.3a</b> 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.	
<b>6.3c</b> Support teachers in their efforts to use technology in literacy 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 not support of teachers in their efforts to use technology in literacy assessment and instruction.	
<b>4.1b</b> Assist teachers in developing reading and writing instruction that is responsive to diversity.	Candidate demonstrated very strong ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	Candidate demonstrated strong ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	Candidate demonstrated limited ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	Candidate demonstrated very limited or no ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	

#### Rubric for Diversity Website

<b>IRA Standards/ Elements</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Not Met (0)</b>	<b>Score</b>
<b>1.1e</b> Inform other educators about major theories of reading and writing processes, components, and	Candidate's work demonstrated a very strong ability to inform other educators about major theories of reading and	Candidate's work demonstrated a strong ability to inform other educators about major theories of reading and	Candidate's work demonstrated a limited ability to inform other educators about major theories	Candidate's work demonstrated a weak or non-existent ability to inform other	

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b>2.3</b> Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources</p>	<p>Candidate demonstrates very strong knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources</p>	<p>Candidate demonstrates strong knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources</p>	<p>Candidate demonstrates moderate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources</p>	<p>Candidate demonstrates limited or no knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources</p>	
<p><b>4.1a</b> Demonstrate an understanding of the ways in which diversity influences the reading and writing development of</p>	<p>Candidate demonstrated a very strong understanding of the ways in which diversity influences the</p>	<p>Candidate demonstrated a strong understanding of the ways in which diversity influences the</p>	<p>Candidate demonstrated a limited understanding of the ways in which diversity influences the</p>	<p>Candidate did not demonstrate an understanding of the ways in which</p>	

students, especially those who struggle with reading and writing.	reading and writing development of students, especially those who struggle with reading and writing	reading and writing development of students, especially those who struggle with reading and writing	reading and writing development of students, especially those who struggle with reading and writing	diversity influences the reading and writing development of students, especially those who struggle with reading and writing	
<b>4.1c</b> 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 development.	Candidate provided strong assistance to teachers in understanding the relationship between first- and second-language acquisition and literacy development.	Candidate provided limited assistance to teachers in understanding the relationship between first- and second-language acquisition and literacy development.	Candidate provided very limited or no assistance to teachers in understanding the relationship between first- and second-language acquisition and literacy development.	
4.2b Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	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	Candidate's work provided very strong support and leadership to educators, parents and guardians, students, and other members of the	Candidate's work provided strong support and leadership to educators, parents and guardians, students, and other members of the	Candidate's work provided limited support and leadership to educators, parents and guardians, students, and	Candidate's work provided very limited or no support and leadership to educators,	

contributions of diverse people and traditions to literacy learning.	school community in valuing the contributions of diverse people and traditions to literacy learning.	school community in valuing the contributions of diverse people and traditions to literacy learning.	other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	
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