GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT GRADUATE SCHOOL OF EDUCATION
Literacy Program

EDRD 634-001: School-Based Leadership in Literacy
3 Credits, Spring 2016
Tuesday, 4:30-7:10 pm, Arlington Campus, Founders Hall 468

PROFESSOR(S):
Name: Jennifer I. Hathaway, Ph.D.
Office hours: by appointment
Office location: 1604 Thompson Hall, Fairfax Campus
Office phone: 703-993-5789
Email address: jhathaw2@gmu.edu

COURSE DESCRIPTION:
  A. Prerequisites/Corequisites
  EDRD 630: Literacy Foundations and Instruction for Diverse Populations, Birth to Middle Childhood,
  EDRD 631: Literacy Foundations and Instruction for Diverse Populations, Adolescence to Adulthood,
  EDRD 632: Literacy Assessments and Interventions for Groups, and
  EDRD 633: Literacy Assessments and Interventions for Individuals;
  Admission to literacy emphasis or permission of program coordinator.
  B. University Catalog Course Description
  Prepares reading specialist as a school leader. Expands knowledge of literacy gained in prerequisite courses, and applies it to professional development work with teachers at their own site.
  C. Expanded Course Description
  This is a hybrid course designed to prepare teachers becoming reading specialists in Virginia. Face-to-face classes will blend with synchronous and asynchronous online classes to structure the learning experience.

LEARNER OUTCOMES or OBJECTIVES:
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 (International Literacy Association, 2010 Standards for Reading Professionals):
1.1   Understand major theories and empirical research that describes the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connection.

2.1   Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
4.1   Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2   Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
6.3   Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Virginia State Standards addressed in this course:
      6c. Demonstrate an understanding of the significance of cultural contexts upon language
      6d. Demonstrate an understanding of varying degrees of learning disabilities
      6g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers
      6h. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division

Additional Information: Required State Licensure Assessment
Reading for Virginia Educators: Reading Specialist (RVE for Reading Specialists - 5304)
Taking this test is a program requirement for students in the K-12 Reading Specialist Concentration, and achieving a passing score is a licensure requirement for reading specialists. *Students must name Mason as a score recipient when they register for the test with ETS.* The RVE should be taken in the last semester before finishing literacy coursework, typically during EDRD 634. Registration information for the RVE is available on the ETS website: http://www.ets.org/praxis/register

NATURE OF COURSE DELIVERY:
This course uses a blended online and face-to-face seminar format based on discussion of class topics and readings as well as related experiences and assignments from your classroom-based practice. You are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Online and in-person activities will include small group discussions, blogging, video and live presentations, whole-class sharing and discussion, and reflection. You will also engage in activities designed to encourage application of materials from the readings and discussions to the role of a reading specialist in Virginia.

Face to Face meetings: Tuesdays, 5:00-7:10 pm, Arlington Campus, Founders Hall 468
In-person attendance is required on January 19 & 26; February 2, 9, 16, & 23; March 1 & 29; April 19 & 26.

Synchronous meetings: Tuesdays at 5:00. Synchronous online attendance is required on May 3. You are expected to log into Blackboard Collaborate and be prepared to begin class at 5:00. Additional time will be required to complete online modules. Please test your plug-ins and computer equipment in advance in order to participate using Blackboard Collaborate.

Asynchronous meetings: Individual and small group meeting times and/or discussion online will be required on the following dates: March 15 & 22; April 5 & 12. Asynchronous classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Please note that each online module is planned to take approximately 5 hours over the assigned window (in addition to regularly assigned reading). You will be required to use Edthena and Blackboard to complete these class assignments. Please schedule your time accordingly.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard.
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

EXPECTATIONS:
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

REQUIRED TEXTS:
There are no required texts for this course. Instead you will be reading texts posted on Blackboard.

REQUIRED RESOURCE:
An Edthena license must be purchased for the course. Details will be provided.

RECOMMENDED TEXTS:
Bean, R. & Dagen, A. (2011). *Best Practices of Literacy Leaders: Keys to School Improvement*. New York, NY: Guilford Press

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. (2010). *Reading specialists and literacy coaches in the real world* (3rd ed)*.* Boston, MA: Allyn and Bacon. (**This text is out of print, but copies are still available.)

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

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. (2014). *The literacy coach's survival guide: Essential questions and practical answers* (2nd ed.)*.* Newark, DE: International Reading Association.

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

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

Professional Organizations:
Greater Washington Reading Council: http://www.gwrc.net
Virginia State Reading Association: http://www.vsra.org
International Literacy Association (ILA) (organization for educators/and researchers): http://www.reading.org
Literacy Research Association (LRA) http://www.literacyresearchassociation.org
National Council of Teachers of English (NCTE): http://www.ncte.org

COURSE ASSIGNMENTS AND EXAMINATIONS:
A. Assignment Descriptions

1. Participation – 10 points
In person and online attendance and participation is required. This includes individual, small group, and class discussions, online meetings, online module assignments, and other assignments as deemed necessary during class.

Our course Blackboard site (https://mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session and/or module to download readings and other pertinent course documents.

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, *it is critical for you to complete all readings prior to the class for which they are assigned in order to be able to fully participate in class*. Failure to do so may result in a lower participation grade. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

Class participation will be evaluated using the following rubric:

Criteria for Evaluation	Excellent 5 points	Satisfactory 3 points	Minimal 1 points	Unacceptable 0 points
Class Attendance	Missed no more than 1 class session. **AND** Arrived late or left class early no more than 2 times.	Missed 2 class sessions. **OR** Arrived late or left class early 3-4 times.	Missed 3 class sessions. **OR** Arrived late or left class early 5-6 times.	Missed more than 3 class sessions. **OR** Arrived late or left class early more than 6 times.
Class Participation	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. **AND** Actively participated in *all* small group activities and class discussions.	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. **OR** Actively participated in *most* small group activities and class discussions.	Rarely asked questions or made observations that indicated familiarity with the topic. **OR** Rarely actively participated in small group activities and class discussions.	Never asked questions or made observations that indicated familiarity with the topic. **OR** Never actively participated in small group activities and class discussions.

2. Edthena Coaching Participation – 10 points
Thoughtful online coaching participation is required for this course. This includes uploading your videos and providing your peer coach with commentary/questions on your own professional development and mentoring videos for your peer coach in a timely manner. It also includes your timely and thoughtful coaching feedback to your partner. Please experiment with Edthena and your video recording/uploading options in advance of the first coaching due date in order to maintain a good peer coaching relationship throughout the semester.

3. Literacy Coaching Project – 50 points
Through this Performance-Based Assessment (PBA) you will develop proficiency as a literacy coach within a K-12 school setting. 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. There are two parts included in this PBA:

    Part 1: Needs Assessment & Proposal
    Part 2: Study Groups and Individual Mentoring

Detailed descriptions of these assignments are included in section E of the syllabus. The rubric for the assignment can be found at the end of the syllabus.

4. Diversity Website – 30 points
Through this PBA you will demonstrate your understanding of diverse learners and use technology to share this understanding with others in and beyond your own school. Working with peers in a small group, you will develop materials related to teaching reading and writing to the diverse population in northern Virginia schools to share with other teachers. You will then share using a technology tool accessible to others (e.g., a website or a wiki). A detailed description of this assignment are included in section E of the syllabus. The rubric for the assignment can be found at the end of the syllabus.

B. Assignment Weighting

Assignment	Points
Participation	10
Edthena Coaching Participation	10
Literacy Coaching Project	50
Diversity Website	30
Total	100

C. Grading Policies/Scale
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.

        A   = 94 – 100%
        A-   = 90 – 93%
        B+   = 87 – 89%
        B   = 80 – 86%
        C   = 75 – 79%
        F   = below 75%

D. Other Expectations
Class Attendance & Participation
Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade as noted above and more than two absences may result in a dropped letter grade or loss of course credit. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

(rev. 1/13/16)

You are required to purchase and use Edthena for video coaching interactions online. You are also expected to access Blackboard prior to every class session and module to download readings and other pertinent course documents. Our online course sessions and modules will be hosted on Blackboard. We will use Collaborate for synchronous class appointments, which require audio capabilities of a speaker and microphone. A variety of Blackboard media will be used for asynchronous class meetings. Video capabilities are highly encouraged for Collaborate, and are required for Edthena use.

You are expected to use proper online etiquette at all times. This includes respect for all participants and careful wording of responses. Remember that your writing reflects your voice in this class, and your tone or demeanor cannot be inferred from your writing. Therefore, thoughtful, respectful, and reflective comments are critical to participation. For a helpful guide, please visit http://www.albion.com/netiquette/corerules.html

Assignment Guidelines
All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) by class time (or by the time noted in the schedule for online assignments) on the date noted in the course schedule. (For asynchronous classes, assignments are due by 11:59 p.m. on the date in the schedule.) You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should follow APA (6th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic English writing format. Be sure to use APA format (6th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your last name and assignment titles (ex: SMITH_LessonPlan1.docx).

Communication
Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will be available 15 minutes before and after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Please note, the course schedule may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

Advising
Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the *Organizations* tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

E. Performance-Based Assessments

<div align="center">

Literacy Coaching Project
NCATE Assessment # 6

Purpose
</div>

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.

<div align="center">

Directions to Candidates
</div>

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: Professional Development Proposal
(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 detailed study group for teachers in your school and meet with them for at least 3 sessions (45 minutes each) or the equivalent. There should be 4-6 teachers in the group.
a) The group can study any literacy topic identified by the needs assessment, but be sure to include information and opportunity for discussion on themes in the Standards (see rubric below) that go across topics, including *appropriate use of resources* (including technology), *differentiation for diverse learners*, and *creating a literate environment*. For example, as you help the teachers learn comprehension strategies for teaching Science, you would also include discussion of themes that go across topics.
b) Before beginning the study group, submit an overall plan to your instructor and gain approval to begin.

c) After each group meeting, view your video and write a reflection based on your study group facilitation and your perceived coaching development. Upload a 10-15 minute clip of your study group video to Edthena. Share your video with your in-class peer coach and discuss (via Edthena comments) your ongoing coaching development and study group facilitation (one in-class coaching session will be videotaped for reflection). Create a detailed plan for the next meeting based on what occurred in the previous study group sessions and your peer coach's feedback. Between sessions, ask participating teachers to try out some of the strategies they learned so that informal results can be discussed at the next session. At the end of the 3 sessions, collect anonymous evaluations completed by the teachers and include this information in your final reflection.

2. Mentor at least one teacher in the group individually by attending their class and watching their instruction (you can do this via video if it is not possible to attend due to your own teaching schedule). Ask to observe at a time when they are implementing something they learned in the study group. Discuss the lesson with the teacher beforehand (to get a sense of goals) and afterwards. Videotape the post-observation discussion and make recommendations related to improving literacy instruction (e.g., ideas for next time and/or additional resources). Remember that you are not an evaluator. Upload a 10-15 minute clip of your mentoring discussion with your teacher, then share with your peer coach for comments. Videotape your in-class coaching session and upload to Edthena for reflection.

At the end of all of your study group and mentoring meetings, turn in your plans, session reflections, and an overall reflection on what went well and what you would change next time. Also include a reflection on your observations and coaching development, including your role as a classmate's peer coach.

Diversity Website
NCATE Assessment # 7

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).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT
Every student registered for any Literacy Program course with a required performance-based assessment is required to submit this assessment, Literacy Coaching Project AND Diversity Website, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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 http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE:
(F2F = meet face-to-face; SYNC = meet synchronously; ASYNC = activities completed asynchronously)

Date	Topic	Reading	Assignments Due
Class 1: January 19 **F2F**	Course Overview Historical Perspectives Role of the Reading Specialist	– ILA Position Statement on the Multiple Roles of School-Based Specialized Literacy Professionals – ILA Research Brief in Support of the Multiple Roles of School-Based Specialized Literacy Professionals – Explore the Literacy Coaching Online Library	– Complete free online personality test: – Personal Coaching Statement Draft – Be prepared to create Diversity Website groups.
Class 2: January 26 **F2F**	Developing a Needs Assessment	– Vogt & Shearer – Planning & Implementing Multidimensional Professional Development	– Bring your principal permission for Literacy Coaching Project. – Come prepared to draft your needs assessment.
Class 3: February 2 F2F	Creating a School-Wide Vision for Literacy Instruction	– Power & Boutilier - Fostering Teacher Learning: Reflection on Leadership Roles – Sadder & Nidus – Batter Up!	– Needs Assessment (bring a copy for each member of your group) (Bb)
Class 4: February 9 F2F	Characteristics of Effective Professional Development Adult Learning Theories	– Desimone – A Primer on Effective Professional Development. – Guth & Pratt-Fartro – Plan the Design: Engage in Data-Driven Instructional Conversations – McKenna & Walpole – Serving Adult Learners – Webster- Wright – Reframing Professional Development Through Understanding Authentic Professional Learning	– Bring the raw data from your Needs Assessment with you to class. – Diversity Website check-in
Class 5: February 16 F2F	Planning to Impact Student Achievement Writing a Professional Development Plan	– Elish-Piper & L'Allier – Examining the Relationship Between Literacy Coaches and Student Reading Gains in Grades K-3	– School Needs Assessment PowerPoint (Bb)

Date	Topic	Reading	Assignments Due
		– Hanson – The Life of a Literacy Coach – Sailors & Price – Professional Development that Supports the Teaching of Cognitive Reading	
Class 6: February 23 F2F	Culture & Language Reading/Literacy Programs in Schools Study Groups & Mentoring	– Kise – Differentiated Coaching – Rodgers & Rodgers – Creating Contexts for Coaching Conversations – Walker-Dalhouse & Risko - Helping Diverse Struggling Readers Through Reflective Teaching and Coaching – Walpole & Blamey – Elementary Literacy Coaches: The Reality of Dual Roles	– brainstormed ideas for teacher study groups – Diversity Website check-in
Class 7: March 1 F2F	Serving as a Literacy Coach and Providing Professional Development	– Hasbrouch & Denton – Student-Focused Coaching – Hunt & Handsfield – The Emotional Landscapes of Literacy Coaching: Issue of Identity, Power, and Positioning – Peterson, Taylor, Burnham & Schock – Reflective Coaching Conversations – Stover, Kissel, Haag, & Shoniker – Differentiated Coaching: Fostering Reflection with Teachers	– Professional Development Plan (Bb) – Diversity Website check-in
March 8	**Spring Break – NO CLASS**		
Class 8: March 15 ASYNC	Peer Coach Work Session	– Work on your Study Group & Mentoring Project.	– First Study Group Plan (Bb)
After your instructor has approved your Professional Development Plan, conduct 3 study group sessions and 1 one-on-one mentoring session according to the PBA instructions. As you complete each session, reflect on the content, process, and learning. Upload your video and annotate it for your peer-coaching partner. Discuss your session via Edthena. Revise your subsequent plans to better improve teacher professional development outcomes. Repeat this process until all 3 study groups and one-on-one sessions are completed. These activities should be completed by April 12.			

Date	Topic	Reading	Assignments Due
Class 9: March 22 ASYNC	Study Groups & Individual Mentoring	– Work on your Study Group & Individual Mentoring Project.	– individual instructor conferences as needed for your project – Edthena reflections and peer coaching comments
Class 10: March 29 F2F	Study Groups & Individual Mentoring	– Work on your Study Group & Individual Mentoring Project.	– individual instructor conferences as needed for your project – Upload your video and commentary to Edthena and prepare for an in-class peer coaching session.
Class 11: April 5 ASYNC	Study Groups & Individual Mentoring	– Work on your Study Group & Individual Mentoring Project.	– individual instructor conferences as needed for your project – Edthena reflections and peer coaching comments
Class 12: April 12 ASYNC	Study Groups & Individual Mentoring	– Work on your Study Group & Individual Mentoring Project.	– individual instructor conferences as needed for your project – Edthena reflections and peer coaching comments
Class 13: April 19 F2F	Wrapping Up Study Groups & Individual Mentoring	– Work on your Study Group & Individual Mentoring Project.	– Upload your video and commentary to Edthena and prepare for an in-class peer coaching session.
Class 14: April 26 F2F	Evaluating & Selecting Literacy Instructional & Technological Materials Diversity Website Sharing	– Vacca, Vacca, & Mraz – Learning with New Literacies – Wepner, Gomez, Cunningham, Rainville, & Kelly – Know Materials and Resources to Support and Deepen Learning	– ALL Edthena personal reflections and peer coaching comments – Bring a current literacy textbook or program used in your classroom or school. – Be prepared to share your Diversity Website with your peers for feedback.
Class 15: May 3 SYNC	Bringing It All Together	– none	– Revised Personal Coaching Statement (How have your perspectives expanded this semester?) (Bb) – All PBA components (Literacy Coaching Project (Parts 1 & 2) & Diversity Website) must be uploaded to TK20 by midnight.

ASSESSMENT RUBRIC(S):

Literacy Coaching Project Part 1: Needs Assessment & Proposal (NCATE 6)

ILA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides exemplary evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides satisfactory evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides partial evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides little or no evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
6.1a Use literature and research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides exemplary evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides satisfactory evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides partial evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides little or no evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.
6.1b Use knowledge of students and teachers to build effective professional development programs.	Provides exemplary evidence of using knowledge of students and teachers to build effective professional development programs.	Provides satisfactory evidence of using knowledge of students and teachers to build effective professional development programs.	Provides partial evidence of using knowledge of students and teachers to build effective professional development programs.	Provides little or no evidence of using knowledge of students and teachers to build effective professional development programs.
6.1c Use the research base to assist in building an effective, schoolwide professional development program.	Provides exemplary evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.	Provides satisfactory evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.	Provides partial evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.	Provides little or no evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.
6.2a Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides exemplary evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides satisfactory evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides partial evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides little or no evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.

Literacy Coaching Project Part 2: Study Groups and Individual Mentoring

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
4.1b Assist teachers in developing reading and writing instruction that is responsive to diversity.	Provides exemplary evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides satisfactory evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides partial evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides little or no evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.
5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides exemplary evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides satisfactory evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides partial evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides little or no evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5.2 Design a social environment for learners that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.
6.2d Demonstrate effective interpersonal, communication and leadership skills.	Provides exemplary evidence of effective interpersonal communication, and leadership skills.	Provides satisfactory evidence of effective interpersonal communication, and leadership skills.	Provides partial evidence of effective interpersonal communication, and leadership skills.	Provides little or no evidence of effective interpersonal communication, and leadership skills.
6.3a Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides exemplary evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides satisfactory evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides partial evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides little or no evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.
6.3c Support teachers in their efforts to use technology in literacy and assessment and	Provides exemplary evidence of supporting teachers in their efforts to use technology in literacy and assessment and	Provides satisfactory evidence of supporting teachers in their efforts to use technology in literacy and assessment and	Provides partial evidence of supporting teachers in their efforts to use technology in literacy and assessment and	Provides little or no evidence of supporting teachers in their efforts to use technology in literacy and assessment and

instruction.	instruction.	instruction.	instruction.	instruction.

Diversity Website (NCATE 7)

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
1.1e Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	Provides exemplary evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning	Provides satisfactory evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning	Provides partial evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning	Provides little or no evidence of informing other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning
2.3a Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides exemplary evidence of knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides satisfactory evidence of knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides partial evidence of knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides little or no evidence of 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.	Provides exemplary evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Provides satisfactory evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Provides partial evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Provides little or no evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.
4.1c Assist teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides exemplary evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides satisfactory evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides partial evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.	Provides little or no evidence of assisting teachers in understanding the relationship between first-and second-language acquisition and literacy development.
4.2b Support classroom teachers in providing	Provides exemplary evidence of supporting classroom	Provides satisfactory evidence of supporting classroom	Provides partial evidence of supporting classroom	Provides little or no evidence of supporting classroom

differentiated instruction and developing students as agents of their own literacy learning.	teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	teachers in providing differentiating instruction and developing students as agents of their own literacy learning.	teachers in providing differentiating 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.	Provides exemplary evidence of providing support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Provides satisfactory evidence of providing support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning	Provides partial evidence of providing support and leadership to educators, parents, and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Provides little or no evidence of providing support and leadership to educators, parents, and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.