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

EDRD 635.6L1: School Based Inquiry in Literacy
3 Credits, Summer 2016
Monday, Wednesday, Friday 4:30-7:10 pm
May 9-July 1
Arlington Campus. Founders Hall, rm. 111

PROFESSOR:
Name: Jennifer Drake Patrick
Office hours: By Appointment
Office location: Thompson Hall, Fairfax campus
Email address: jdrakepa@gmu.edu

COURSE DESCRIPTION:
   A. Prerequisites
   EDRD 630 Advanced Literacy Foundations and Instruction, Birth to Middle Childhood,
   admission to the literacy emphasis, or permission from the program coordinator.

   EDRD 631 Advanced study of literacy theory, research, and practice as it relates to
   adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and
   developmental influences on literacy. Includes reading, writing, and oral communication.

   EDRD 632 Literacy Assessments and Interventions for Groups. Provides literacy
   assessments and interventions for groups of learners. Includes exploration of assessment
   tools for classrooms and large populations. Class members conduct related practice in their
   own classrooms or specified field settings.

   EDRD 633 Literacy Assessments and Interventions for Individuals. Provides literacy
   assessments and interventions for individuals. Includes diagnosis and remediation for
   learners who find reading and writing difficult. Requires assigned practicum experience.

   EDRD 634 School Based Leadership 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.

   EDRD 637 Supervised Literacy Practicum. Supervised literacy practicum that requires
   students to conduct assessments of and provide instruction to struggling readers.

B. University Catalog Course Description

Capstone course in literacy emphasis focusing on research-based inquiry related to literacy in school settings. Includes review of literature and teacher inquiry project. This is a required course for teachers seeking a Virginia Reading Specialist License, K-12.

C. Expanded Course Description

This course will be conducted in a Hybrid context and taught through a combination of lecture, discussion, online settings both asynchronous and synchronous, and supervised practical experience working with adolescents.

NATURE OF COURSE DELIVERY: HYBRID

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.

Class meetings
Face to Face meetings: Mondays and Wednesdays, 4:30-7:10, Founders Hall rm. 111.
In-person class attendance is required on: May 9, May 11, May 16, May 18, May 23, June 1, June 6, June 8, June 13, June 22, June 29

Asynchronous online: 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). Please schedule your time accordingly. Asynchronous individual and small group meeting times and/or discussion online will be required on the following dates: May 13, May 20, May 25, May 27, June 3, June 10, June 15, June 17, June 20, June 24, June 27, July 1

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.

LEARNER OUTCOMES or OBJECTIVES:
This course is designed to enable students to:
1. Identify specific areas of literacy interest; plan research steps for gaining information about their interest; and begin to carry out those plans and articulate the answers derived. (Literature Review; Article Review)
2. Read and analyze literacy studies related to their research interest and write an intelligent and coherent literature review. (Literature review)
3. Write an opinion article advocating for an approach or issue based on their research interest in literacy. (OpEd)
4. Write a grant proposal to fund a project or materials to enhance her/his role as a literacy leader. (Grant Proposal)
5. Make a formal presentation to their peers on a research plan and preliminary findings. (Presentation)

PROFESSIONAL STANDARDS (International Reading Association):
IRA Standards (2010 Standards for Reading Professionals): 1.1, 1.2, 1.3, 2.1, 6.2, 6.4
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

1.2 Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.

1.3 Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2.1 Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

6.4 Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

Virginia State Standards addressed in this course: 6i, 6j
6i. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders, etc.

6j. Demonstrate knowledge of current research and exemplary practices in English/reading.

REQUIRED TEXTS:
There are no required texts for this course.

RECOMMENDED TEXTS:

APA Manual, 6th edition.

Zinsser, W. (2006). *On writing well, 30th anniversary edition: The classic guide to writing nonfiction*.
New York, NY: HarperCollins.

Various articles listed on syllabus or choice that can be accessed from the library.

COURSE ASSIGNMENTS AND EXAMINATIONS:
1. Assignment Descriptions:

A. Class Participation: (10%) Class attendance is expected. Class participation is a required component of your grade. It is expected that <u>you fully participate</u> in both online and face-to-face settings. Participation involves several aspects: being fully prepared for class, completing work in a timely manner, offering critical insights to discussions, asking in-depth, thoughtful questions, and providing thoughtful, responsive feedback to your peers. ***It is <u>critical</u> to keep up with the readings***. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions.
2. Discussion of the week's readings via discussion boards and in-class small groups.
3. Critical friend meetings and/or pair and small group meetings in which you will provide feedback and support for each other's work.

The following rubric will be used for assessment:

	Exceeds expectations	Meets expectations	Approaching expectations	Does not meet expectations
Attendance **50%**	The candidate attended all face-to-face and synchronous classes and was always on time for class.	The candidate missed one face-to-face class and synchronous. The candidate was occasionally late for class/left early.	The candidate missed two face-to-face class and synchronous classes. The candidate was often late to class/left early.	The candidate missed three or more face-to-face class and synchronous classes. The candidate was consistently late to class/left early.
Participation **50 %**	1. The candidate actively participates in small and/or whole group class meetings by meaningfully contributing to each class session. The candidate critically considers class content and poses questions to push their thinking and	1. The candidate makes active contributions to the learning group and class. The candidate may usually, but not always, critically consider content and/or pose questions. 2. The candidate demonstrates professionalism in	1. The candidate participates at least peripherally in group and class discussions. The candidate is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking. 2. The candidate may	1. Candidate does not actively participate in discussions. 2. The candidate's communication with professor and peers is usually unprofessional.

	address misunderstandings. 2. The candidate always demonstrates professionalism in all communications with professor and peers and follows procedures I the syllabus.	all communications with professor and peers .	occasionally demonstrate unprofessionalism in communications with professor and peers.	

B. Performance Based Assessment (PBA): (90%) A detailed description is included at the end of syllabus. This PBA blends a literature review (40%), op ed piece (10%), and grant proposal (40%). **This performance-based assessment (PBA) MUST be uploaded *and* submitted to TK20 in Blackboard for evaluation when the assignment is due. ONLY PBAs posted to Tk20 will be graded. This means NO final grades will be posted until all materials are on Blackboard. You must post a PBA in order to receive class credit.**

2. Assignment and examination weighting:

Assignment	Value	Due Dates
Class Attendance & Participation	**10%**	ongoing
Critical Friends Meetings		
Online Collaborations (i.e. Wikis, Blogs, etc.)		
Literature Review	**40%**	**Friday June 3**
Annotated Bibliography	10%	
Final Paper	30%	
Op Ed	**10%**	**Friday, June 10**
Grant Proposal	**40%**	**Friday, July 1**

3. 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).

Grading Scale
A = 94%-100%
A- = 90%-93%
B+ = 87%-89%
B = 80%-86%
C = 75%-79%

4. Other expectations/information:

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: **SMITH_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

Email response:
I will respond to all emails within 24 hours during the week and 48 hours on weekends/holidays. If you do not get a reply within 24/48 hours PLEASE resend email.

Students are expected to respond to emails within 24 hours during the week.

Please **consult the syllabus FIRST** for all questions.

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 before class, by appointment, and by-email. I look forward to collaborating with each of you as you work towards your goals.

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

Electronic Requirements
After introductory training, you will also be expected to access Blackboard prior to every class session and module to download readings and other pertinent course documents. Since you will pace yourself during asynchronous classes, you are also expected to visit the course site frequently. Our online course sessions and modules will be hosted on Blackboard. **Blackboard can be accessed by going to** http://mymasonportal.gmu.edu. Due to the Hybrid nature of this course**, it is imperative that you maintain downloads and java updates.** Please contact Blackboard support services for technology assistance.

Students 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

APA Requirements

Graduate students must become familiar with APA 6th edition (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. All written work unless otherwise noted must electronically submitted and should be proofread carefully. The organization of your papers (e.g. headings, organization, references, citations, etc.) should follow APA style. APA has a helpful website – http://www.apastyle.org/pubmanual.html. Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at http:/library.gmu.edu/resources/edu/. It is HIGHLY recommended that you purchase a copy of the APA manual since you are required to successfully use it throughout your program.

Selected Performance Based Assessment (PBA detailed description):
This Performance Based Assessment (PBA) is intended to instill a culture of outreach in coaching to support teachers in schools. Competent and effective reading specialists and literacy coaches should be prepared to investigate and understand the needs of the teachers they serve, as well as to advocate and secure resources and services for teachers and students in their schools. Therefore, the PBA for this course is comprised of three integrated parts:
> (1) Literature review
> (2) Op-ed piece, and
> (3) Grant proposal.

A detailed description of each of these three assignments is provided below with a rubric for evaluating each part. **Please follow all APA guidelines to complete this assignment**. The PBA is not considered to be complete unless all three parts are submitted.

Part I: *Literature Review*

Literacy specialists need to be knowledgeable of the current research in literacy. Choose a topic in the field of literacy that you think that needs to be developed in your school. Review the current (past 10 – 15 years), relevant (focused on your topic), peer-reviewed research on the topic. Also, review any seminal work and theoretical bases that would ground your topic in the research literature. Write a well-organized synthesis and critique of the research on the topic that captures what has been done and what needs to be done. Your review should conclude with a clear and insightful analysis of how your topic contributes to literacy success as well as how this knowledge can be used to address the needs of all learners.

<u>**You must use peer-reviewed (scholarly) research articles. Do not use articles in state/local journals or practitioner-focused journals. Best to search the GMU databases**</u>

- Early Childhood Research Quarterly
- Journal of Early Childhood Literacy
- Journal of Literacy Research (formerly Journal of Reading Behavior)
- Language Arts
- Literacy Research & Instruction
- Reading Research Quarterly

- Reading and Writing Quarterly
- Yearbooks of the Literacy Research Association/National Reading Conference
- Yearbooks of the Association of Literacy Educators & Researchers/College Reading Association

Part II: *Op-Ed Piece*

Literacy specialists are well-educated professionals. Accordingly, they are in a position to advocate for the education profession. For this assignment, you are to write an opinion piece or a letter to policy makers based on the information that was developed in the literature review (Part I). The piece should include ideas for organizational change, professional development, or other recommendations to those who are in a position to effect change.

The opinion piece should be about 500 – 750 words and should include the following characteristics: (a) is tightly focused on one issue; (b) the topic is presented clearly in the first paragraph; (c) the information is credible and well researched – based on the literature reviewed; (d) the issue is timely, can be controversial, but is not offensive; (e) the piece has a clear point of view; (f) the piece makes reference to other points of view, where applicable; (g) the piece concludes with a 'next steps' or a 'call to action' that suggest what can be done.

The letter should be sent to the District Office, the School Board, or a local newspaper or journal. Evidence that the piece has been submitted is required for successful completion of Part II.

Part III. *Grant Proposal*

Literacy specialists are in a position to procure funding to create, support, or develop literacy programs or instruction within the school. Based on the topic of the literature review conducted in Part I and the opinion piece in Part II, locate a small grant opportunity that addresses your school's needs and interests. You will write the proposal based upon the instructions for that particular grant and submit the grant within the grantor's deadline for submission. Your proposal should follow all of the guidelines suggested by the funding agency and include all of the necessary permissions and attachments required to submit the grant application. Therefore, you must submit the grant proposal guidelines with your proposal. Evidence that the piece has been submitted is required for successful completion of Part III.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT:

Every student registered for any Literacy course <u>with a required performance-based assessment</u> is required to submit this assessment, Adolescent Literacy Term Project to TK-20 (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TK-20. Failure to submit the assessment to TK-20 will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TK-20 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 http://gse.gmu.edu/.**

PROPOSED CLASS SCHEDULE:

Instructor may adjust as necessary

Class/Date	Class Format	Topics	Assignments DUE	Readings
#1 Monday May 9	F2F	Literacy Leaders: roles in policy and advocacy: Course Overview Lit Review Analysis	Talk to grant administrator by Friday, May 13.	Flanigan 2007 (lit review)
#2 Wednesday May 11	F2F	Literature Review Process: Formulating a research question	Identify a research topic.	Hall 2005
#3 Friday May 13	Asynchronous	Literature Review: finding and evaluating research.	Research, read, and annotate AT LEAST 5 articles on your topic & begin to construct logic chain/outline for lit review. This is the start of your Annotated Bibliography assignment. Submit confirmation of talk with grants administrator	
#4 Monday May 16	F2F	Evaluating Literature for relevance and validity/reliability.	Continue to work on Annotated Bibliography assignment, adding another 5-6 articles. What does the research say about your topic?	
#5 Wednesday May 18	F2F	Literature Review: Drafting and Writing Literature reviews	Outline of literature review Bring all articles to class (elec. or hard copies).	

		In class: Rationale & Synthesis statement	Identify literacy grant for proposal.	
#6 Friday May 20	Asynchronous		Completed Annotated Bibliography due to instructor.	
#7 Monday May 23	F2F	Academic writing: Organization (headings), streamlining, revising, editing for clarity	**Once you receive instructor feedback on AB, begin drafting lit review**	
#8 Wednesday May 25	Asynchronous		Continue drafting	
#9 Friday May 27	Asynchronous		*Literature Review Draft due to critical friends.*	Read and provide written feedback on your critical friend's literature review draft.
Monday May 30	NO CLASS	HAPPY MEMORIAL DAY!		Read and provide written feedback on your critical friend's literature review draft.
#10 Wednesday June 1	F2F	Critical Friend Feedback: Debrief & Revise	Share feedback on your critical friend's draft. Revise your draft based on feedback	
#11 Friday June 3	Asynchronous		**Literature Review Due by midnight.** **By Sunday:** Read 2-4 editorials and op-ed pieces in newspapers and magazines; analyze the craft	Nutt, 2003 Stinson, 2007

			Share at least 2 op-eds & brief reactions via Twitter hashtag: #EDRD6356L7 (your course and section number)	
#12 Monday June 6	F2F	Op Ed: Craft Writing Choosing an outlet Choosing a position Drafting an Op-Ed (in class)		Pence, 2000
#13 Wednesday June 8	F2F	Grant Writing: Researching and analyzing grant announcements (RFP) Craft analysis: Grant sample How to follow an RFP.	Grant craft wiki 1 (CF groups, logic chain and craft).	Maxwell, 2005 Bring identified grant announcements to class for discussion. Bring others for possible use.
#14 Friday June 10	Asynchronous		Grant craft wiki 2 (CF, needs assessment). **Op-Ed paper due by midnight.**	
#15 Monday June 13	F2F	Matching school needs Grant writing: Needs assessment & Project narrative **Bring 632 Part A, 634 Yearlong/Part A to aid drafting in class	Grant craft wiki 3.	
#16 Wednesday June 15	Asynchronous		Continue drafting grant proposal	Nutt. 2003 Stinson, 2007

#17 **Friday** **June 17**	Asynchronous		***Needs assessment and project narrative draft due to critical friends.***	Read & provide written feedback on your critical friend's grant proposal.
#18 **Monday** **June 20**	Asynchronous	Grant writing: Budget sourcing	***Continue drafting grant proposal, with focus on budget sourcing***	
#19 **Wednesday** **June 22**	F2F	Grant writing: Budget sourcing and development		
#20 **Friday** **June 24**	Asynchronous		***Full proposal draft due to critical friends.***	Read & provide written feedback on your critical friend's grant proposal.
#21 **Monday** **June 27**	Asynchronous	Grant writing: Streamlining the logic chain & revising for clarity	***Share draft with small group.***	
#22 **Wednesday** **June 29**	F2F	Grant writing: Proposal reviews Course Evaluations		
#23 **Friday** **July 1**	Asynchronous		**Final grant proposal due by midnight.** **All** PBA assignments must be posted to TK-20 by midnight.	

ASSESSMENT RUBRIC(S)

Literature Review Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
1.1c Demonstrate a critical stance toward the scholarship of the profession.	*Provides exemplary evidence of a critical stance toward the scholarship of the profession.* The review offers an effective synthesis **and** critique of the body of literature on the topic.	*Provides satisfactory evidence of a critical stance toward the scholarship of the profession.* The review provides only a synthesis of research on the topic.	*Provides partial evidence of a critical stance toward the scholarship of the profession.* The review provides a summary of the research on the topic.	*Provides little or no evidence of a critical stance toward the scholarship of the profession.* Research is not clearly summarized.
1.1d Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).	*Provides exemplary evidence of reading and understanding the literature and research about factors that contribute to reading success.* The review draws original **and** insightful conclusions about the factors that contribute to literacy success.	*Provides satisfactory evidence of reading and understanding the literature and research about factors that contribute to reading success.* The review concludes with a synthesis of factors that contribute to literacy success.	*Provides partial evidence of reading and understanding the literature and research about factors that contribute to reading success.* The review includes a summary of factors that contribute to literacy success.	*Provides little or no evidence of reading and understanding the literature and research about factors that contribute to reading success.* The review does not address how factors contribute to literacy success.
1.2a Interpret and summarize historically shared knowledge (e.g., instructional strategies and	*Provides exemplary evidence of interpreting and summarizing historically*	*Provides satisfactory evidence of interpreting and summarizing historically*	*Provides partial evidence of interpreting and summarizing historically shared knowledge*	*Provides little or no evidence of interpreting and summarizing historically shared knowledge*

theories) that addresses the needs of all readers.	*shared knowledge that addresses the needs of all readers.*	*shared knowledge that addresses the needs of all readers.*	*that addresses the needs of all readers.*	*that addresses the needs of all readers.*
	The review draws original and insightful conclusions about knowledge from the field that can be used to address the needs of all learners.	The review provides a synthesis of knowledge from the field that can be used to address the needs of all learners.	The review provides a summary of knowledge from the field that can be used to address the needs of all learners.	The review does not provide a view that addresses the needs of all learners.

Op-Ed Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
1.2b Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.	*Provides exemplary evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.* Provides accurate and credible (indicates source of facts) information based on research and professional knowledge.	*Provides satisfactory evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.* Provides accurate information on the topic based on research and professional knowledge but does not indicate source of facts.	*Provides partial evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.* Provides information on the topic based on professional knowledge and opinion.	*Provides little or no evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.* Does not provide information on the topic or bases information on opinion only.
1.3b Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and	*Provides exemplary evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy*	*Provides satisfactory evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy*	*Provides partial evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and*	*Provides little or no evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and*

professional behavior.	*instruction and professional behavior.* The piece provides a strong yet positive message and strongly models fair mindedness and ethical principles.	*instruction and professional behavior.* The piece provides positive message and models fair mindedness and ethical principles.	*professional behavior.* The piece provides a generally positive message but does not model fair mindedness and ethical principles.	*professional behavior.* The piece does not provide a positive message **nor** does it model ethical principles.
6.4a Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.	*Provides exemplary evidence of understanding local, state, and national policies that affect reading and writing instruction.* Provides an accurate and well-connected tie between the topic relevant policies that affect literacy instruction.	*Provides satisfactory evidence of understanding local, state, and national policies that affect reading and writing instruction.* Provides accurate information about relevant policies that affect literacy instruction.	*Provides partial evidence of understanding local, state, and national policies that affect reading and writing instruction.* Provides information about relevant policies, but the information is not completely accurate.	*Provides little or no evidence of understanding local, state, and national policies that affect reading and writing instruction.* Does not address policy issues.
6.4c Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.	*Provides exemplary evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.* The piece provides well-	*Provides satisfactory evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.* The piece provides next	*Provides partial evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.* The piece provides next	*Provides little or no evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.*

	reasoned next steps or call to action that is within the purview of readers to do.	steps or call to action that is well-reasoned but not within the purview of most readers.	steps or call to action that is not well reasoned.	The piece does not provide next steps or call to action.
6.4d Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.	*Provides exemplary evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.* The piece provides clear **and** purposeful direction for members of various groups regarding changes that would promote effective literacy instruction.	*Provides satisfactory evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.* The piece provides clear direction for members of various groups regarding changes that would promote effective literacy instruction.	*Provides partial evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.* The piece indicates that various groups should promote effective literacy instruction but does not provide direction.	*Provides little or no evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.* The piece does not address changes that could be implemented by various groups to promote effective literacy instruction.

Evidence that letter was submitted?   Yes/No

Grant Proposal Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
1.1a Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	*Provides exemplary evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.*	*Provides satisfactory evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.*	*Provides partial evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.*	*Provides little or no evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.*

	The proposal presents a well-researched **and** well-defined **and** well-connected theoretical base to support the work to be funded.	The proposal presents a well-defined theoretical base but it is not well connected to the work to be funded.	The proposal presents a theoretical base, but it is not well defined.	The proposal does not present a theoretical base for the work to be funded.
2.1a Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum for all students.	*Provides exemplary evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.* The proposal demonstrates **complete** understanding of the research and literature that undergirds the reading and writing curriculum for all students.	*Provides satisfactory evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.* The proposal demonstrates understanding of the research and literature that undergirds the reading and writing curriculum for all students.	*Provides partial evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.* The proposal demonstrates some understanding of the research and literature that undergirds the reading and writing curriculum for all students.	*Provides little or no evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.* The proposal demonstrates a limited understanding of the research and literature that undergirds the reading and writing curriculum for all students.
6.2d Demonstrate effective interpersonal, communication, and leadership skills.	*Provides exemplary evidence of effective interpersonal, communication, and leadership skills.* The proposal demonstrates a **complete** understanding of audience and professionalism in communication.	*Provides satisfactory evidence of effective interpersonal, communication, and leadership skills.* The proposal demonstrates understanding of audience and professionalism in communication.	*Provides partial evidence of effective interpersonal, communication, and leadership skills.* The proposal demonstrates some understanding of audience and professionalism in communication.	*Provides little or no evidence of effective interpersonal, communication, and leadership skills.* The proposal demonstrates a weak understanding of audience and professionalism in communication.
6.4b Write or assist in writing proposals that enable schools to	*Provides exemplary evidence of ability to write or assist*	*Provides satisfactory evidence of ability to write or assist*	*Provides partial evidence of ability to write or assist in writing*	*Provides little or no evidence of ability to write or assist in writing*

obtain additional funding to support literacy efforts.	*in writing proposals that enable schools to obtain additional funding to support literacy efforts.* The plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school as well as who will be involved in executing the plan and how the plan will be evaluated.	*in writing proposals that enable schools to obtain additional funding to support literacy efforts.* The plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school. **EITHER** involved personnel **OR** evaluation of the plan are discussed in detail, but not both.	*proposals that enable schools to obtain additional funding to support literacy efforts.* The plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school. **NEITHER** involved personnel **NOR** evaluation of the plan are discussed in detail, although they each may be briefly mentioned.	*proposals that enable schools to obtain additional funding to support literacy efforts.* The plan for using the funds is not clearly organized.

Writing Rubric (to be used across all papers)

	Exemplary (3)	Proficient (2)	Developing (1)	Not met (0)
Writer uses a variety of resources to support ideas.	Writer uses multiple, relevant resources that very strongly support ideas and insights; inclusion of references evenly blends into writing.	Writer uses many resources, mostly relevant; supports ideas and insights; inclusion of references blends into writing.	Writer uses some resources; somewhat relevant; loosely supports ideas and insights may be choppy	Writer uses few resources, may not be relevant; weakly supports ideas and insights; may be disjointed from text
Readability	Error free: accurate spelling, grammar, language usage; variety of sentence structures; broad, rich vocabulary. APA consistently followed	Minor errors (1-3) in spelling, grammar, language usage; some variety of sentence structures; appropriate vocabulary. APA mostly followed,	Several errors in spelling, grammar, language usage; minimal variety of sentence structures; limited vocabulary. APA contains several errors.	Contains numerous errors in spelling, grammar, punctuation, or sentence structure. APA not followed.

		may have minor errors.		