GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Literacy Program

COURSE
EDRD 635.D01: School-Based Inquiry in Literacy
3 Credits, Summer 2018
Tuesday, Thursday, 5:00-8:00 pm; Saturday , online
May 21 – July 7
Arlington campus: Founders Hall 318

PROFESSOR
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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.

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.

Expanded Course Description

This course will be conducted in a Hybrid context and taught through a combination of lecture, discussion, and online settings both asynchronous and synchronous.

COURSE DELIVERY METHOD: 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: Various Tuesdays and Thursdays, 5:00-8:00 pm, Arlington: Founders Hall 318. In-person class attendance is required on: May 22, May 24, May 29, May 31, June 7, June 12, June 19, June 26, July 3, and July 5

Asynchronous online: classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time.

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)
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. (Opinion piece)

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 their literature review, opinion piece, and grant proposal. (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.

COURSE PERFORMANCE EVALUATION
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).
Assignment Descriptions:

A. Class Participation: (20%) 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.

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 address misunderstandings. 2. The candidate always demonstrates professionalism in all communications with professor and peers and follows procedures I the syllabus.	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 all communications with professor and peers .	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 occasionally demonstrate unprofessionalism in communications with professor and peers.	1. Candidate does not actively participate in discussions. 2. The candidate's communication with professor and peers is usually unprofessional.

B. Performance Based Assessment (PBA): (80%) A detailed description is included at the end of syllabus. This PBA blends a literature review (30%), opinion piece (20%), and grant proposal (30%).

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.

Assignment and examination weighting:

Assignment	Value	Due Dates
Class Attendance & Participation	**20%**	ongoing
Critical Friends Meetings		
Online Collaborations (i.e., Twitter, etc.)		
Literature Review	**30%**	
Annotated Bibliography	10%	June 1
Final Paper	20%	June 10
Opinion Piece	**20%**	June 24
Grant Proposal	**30%**	July 13

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 includes three integrated parts:

> (1) Literature review
> (2) Opinion piece
> (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 current research in literacy. Choose a topic in the field of literacy that you think 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 theory that would ground your topic in the 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.

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

- *Reading Research Quarterly*
- *Journal of Literacy Research*
- *Elementary School Journal*
- *Literacy Research & Instruction*
- *Research in the Teaching of English*
- *Reading & Writing Quarterly*
- *Yearbook of the Literacy Research Association*
- *Yearbook of the Association of Literacy Educators & Researchers*
- *Journal of Early Childhood Literacy*
- *Early Childhood Research Quarterly*

Part II: *Opinion 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.

Other expectations/information:

Class attendance
Class attendance is both important and required. If you will not be in class due to an emergency, **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 email attachment (by 5:00 p.m.). Save all electronic files with your last name and assignment titles (ex: SMITH_PDProposal.docx). **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: 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 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.

Electronic Requirements
You are expected to access Blackboard prior to every class session 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. **Blackboard can be accessed by going to** http://mymasonportal.gmu.edu. 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.

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

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times; See https://cehd.gmu.edu/students/polices-procedures/

Core Values Commitment
The College of Education and 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/

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students.

COURSE SCHEDULE:

Note: Instructor reserves the right to alter the schedule as necessary, with notification to students.

Class/Date	Class Format	Topics	Assignments DUE	Readings
#1 **Tuesday** **May 22**	F2F	Literacy Leaders: roles in policy and advocacy: Course Overview		
#2 **Thursday** **May 24**	F2F	Literature Review Process: Formulating a research question; Writing an intro; how to annotate	Identify a research topic. Talk to grant administrator by Friday, May 25.	
#3 **Saturday** **May 26**	Asynchronous	Literature searching and reading	Submit Introduction and research questions Submit confirmation of talk with grants administrator	
#4 **Tuesday** **May 29**	F2F	Evaluating Literature for relevance and validity/reliability	Locate, 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.	
#5 **Thursday** **May 31**	F2F	In class: Rationale & Synthesis statement Academic writing: Organization, headings, revising, editing for clarity, streamlining,	Outline of literature review Bring all articles to class (elec. or hard copies). **Completed Annotated Bibliography due to instructor**	Flanigan, 2007 Hall, 2005
#6 **Saturday** **June 2**	Asynchronous		***Once you receive instructor feedback on AB, begin drafting lit review***	
#7 **Tuesday** **June 5**	Asynchronous	Lit review	Continue drafting	
#8 **Thursday** **June 7**	F2F	Lit Review writing workshop: peer review, confer with instructor	Bring lit review draft to class	
#9 **Saturday** **June 9**	Asynchronous	Lit review	Continue drafting	
#10 **Tuesday** **June 12**	F2F	Opinion Pieces: Craft Writing Choosing an outlet Choosing a position	**Lit Review due in class**	

#11 **Thursday** **June 14**	Asynchronous	Opinion piece		
#12 **Saturday** **June 16**	Asynchronous	Opinion piece	Read 2-4 editorials and opinion pieces in newspapers or magazines; analyze the craft – share at least 2 op-eds & brief reactions via Twitter hashtag: #EDRD635D01	
#13 **Tuesday** **June 19**	F2F	Opinion piece writing workshop: peer review, confer with instructor	Bring a draft of your Opinion to class	Pence, 2000
#14 **Thursday** **June 21**	Asynchronous	Opinion piece	Continue drafting Opinion Piece	
#15 **Saturday** **June 23**	Asynchronous	Opinion piece	**Opinion piece due by midnight**	
#16 **Tuesday** **June 26**	F2F	Matching school needs Grant writing: Needs assessment & Project narrative	Bring 632 Part A, 634 Yearlong/Part A to aid drafting in class Locating RFPs	Maxwell, 2005 Nutt, 2003 Stinson, 2007
#17 **Thursday** **June 28**	Asynchronous	Grant	Continue drafting grant proposal	
#18 **Saturday** **June 30**	Asynchronous	Grant	Continue drafting grant proposal	
#19 **Tuesday** **July 3**	F2F	Grant writing workshop: peer review, confer with instructor	Bring draft of Grant Proposal	
#20 **Thursday** **July 5**	F2F	Sharing Course Evaluations	Be prepared to talk through your Lit Review, Opinion Piece, and Grant Proposal	
#21 **Saturday** **July 7**	Asynchronous		All PBA assignments must be posted to TK20 by midnight	

ASSESSMENT RUBRIC(S)
Literature Review Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
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 theories) that addresses the needs of all readers.	*Provides exemplary evidence of interpreting and summarizing historically shared knowledge 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.	*Provides satisfactory evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.* The review provides a synthesis of knowledge from the field that can be used to address the needs of all learners.	*Provides partial evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.* The review provides a summary of knowledge from the field that can be used to address the needs of all learners.	*Provides little or no evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.* The review does not provide a view that addresses the needs of all learners.

Op-Ed Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
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 professional behavior.	*Provides exemplary evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.* The piece provides a strong yet positive message and strongly models fair mindedness and ethical principles.	*Provides satisfactory evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.* The piece provides positive message and models fair mindedness and ethical principles.	*Provides partial evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.* The piece provides a generally positive message but does not model fair mindedness and ethical principles.	*Provides little or no evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and 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 satisfactory evidence of understanding local, state, and national policies that affect reading and writing instruction.*	*Provides partial evidence of understanding local, state, and national policies that affect reading and writing instruction.*	*Provides little or no 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 accurate information about relevant policies that affect literacy instruction.	Provides information about relevant policies, but the information is not completely accurate.	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-reasoned next steps or call to action that is within the purview of readers to do.	*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 steps or call to action that is well-reasoned but not within the purview of most readers.	*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 steps or call to action that is not well reasoned.	*Provides little or no evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.* 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 (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
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.* The proposal presents a well-researched **and** well-defined **and** well-connected theoretical base to support the work to be funded.	*Provides satisfactory 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-defined theoretical base but it is not well connected to the work to be funded.	*Provides partial 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 theoretical base, but it is not well defined.	*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 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.*	*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.*

	The proposal demonstrates a **complete** understanding of audience and professionalism in communication.	The proposal demonstrates understanding of audience and professionalism in communication.	The proposal demonstrates some understanding of audience and professionalism in communication.	The proposal demonstrates a weak understanding of audience and professionalism in communication.
6.4b Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.	*Provides exemplary evidence of ability to write or assist 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.	*Provides satisfactory evidence of ability to write or assist 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.	*Provides partial evidence of ability to write or assist 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. **NEITHER** involved personnel **NOR** evaluation of the plan are discussed in detail, although they each may be briefly mentioned.	*Provides little or no evidence of ability to write or assist in writing 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 (4)	Proficient (3)	Developing (2)	Not met (1)
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, may have minor errors.	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.