

George Mason University
College of Education and Human Development
Literacy Program

EDRD 634.6L7– School-Based Leadership in Literacy
3 Credits, Spring 2019

Mondays 5:00-7:40 FCPS Gatehouse Administration Center, rm 4050/4051
Alternate location: Dunn Loring Center rm 108

Faculty

Name: Dr. Allison Ward Parsons
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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.

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.

Course Overview

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.

Course Delivery Method

This course will be delivered using a hybrid (40% online) format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- 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

Upon completion of this course, students will have met the following 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

Required Texts

Shearer, B. A., Carr, D. A., & Vogt, M. (2019). *Reading specialists and literacy coaches in the real world* (4th ed.). Long Grove, IL: Waveland Press.

Optional Texts (Bookclub choices)

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

McKenna, M. & Walpole, S. (2009). *The literacy coaching challenge: Models and methods for grades K-8*. New York: Guilford

Risko, V. J. & Vogt, M. (2016). *Professional learning in action: An inquiry approach for teachers of literacy*. New York, NY: Teachers College Press.

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).

[Further information regarding specific course assignment submission instructions may be inserted here or in one of the applicable categories below.]

- **Assignments and/or Examinations**

Professional Development Mentoring Project (60%). A detailed description follows, along with a rubric at the end of the syllabus. This is a Performance-Based Assessment.

GoReact coaching participation (15%)- Thoughtful online coaching participation will earn the full points available. This includes your timely uploading and commentary/posed questions on your PD and mentoring videos for your peer coach. It also includes your timely and thoughtful coaching feedback to your partner. Please experiment with GoReact 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 assignment.

- **Other Requirements**

Two Professional Vision Statements (5%) At the beginning and end of the semester you will provide a 1-2 page written statement that explains your understanding of literacy professional learning, coaching, and your personal career goals/plans for the future. Due 1/28 and 4/29

Bookclub Participation (10%)- Thoughtful discussion of self-selected bookclub text will earn the full points available. This includes working within your bookclub group to set a reading schedule, lead, and participate in active discussions where you connect bookclub text with course content and other course readings.

Class Attendance and Participation (10%) - Daily (in person and online) attendance and consistent, thoughtful participation will earn the full 10 points per day for class participation (total 150). For each session you are absent, 5 points will be deducted from your class participation points up to the total of 10 points. Attendance will be taken beginning on the first class session. Two tardies are equivalent to one absence, and missing 3 or more of our class sessions will result in automatic failure of the class. *Active participation is expected* and will be evaluated each class session using the following rubric:

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

- **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).

Incompletes must be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 634 is a prerequisite for EDRD 635).

Grading Scale

A= 94%-100%

A- = 90%-93%

B+= 87%-89%

B= 80%-86%

C= 75%-79%

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

| Week | Topics | Assignments DUE | Readings DUE |
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| 1. 1/28 F2F Dunn Loring Center Rm 108 | Syllabus Overview Historical Perspectives: Where are we going & where have we been? The role of the reading specialist Developing a needs assessment | Take free online personality test: http://www.truity.com/vi ew/tests/personality-type BRING 1-pg personal coaching statement DRAFT (details emailed before class begins) Locate your EDRD 632 school report card project & bring to class | IRA Position Statement & Research Brief in Support of: The Multiple Roles of School-Based Specialized Literacy Professionals http://www.literacyworldwide.org/a bout-us/where-we-stand Explore the Literacy Coaching Online Library & read 1 article of choice (you will share key points in a jigsaw discussion on 1/28) http://www.literacycoachingonline.o rg/library.html Select Coaching Bookclub text from list |

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| <p>2. 2/4</p> <p>F2F Gatehouse Admin Center Rm 4050/4051</p> | <p>Creating a school wide vision for literacy instruction (week 1 of 2)</p> | <p>Principal permission for Literacy Coaching Project DUE</p> <p>Workshop: Come prepared to <u>draft</u> your needs assessment</p> <p>Bookclub Meeting</p> | <p>Vogt & Shearer Chapter 1 & 2</p> <p>Galloway & Lesaux (2014)</p> <p>Bean et al. (2015)</p> |
| <p>3. 2/11</p> <p>F2F Gatehouse Admin Center Rm 4050/4051</p> | <p>Creating a school wide vision for literacy instruction (2/2)</p> | <p>Final Needs Assessment DUE</p> | <p>Vogt & Shearer Chapters 3 & 4</p> <p>Power & Boutilier (2009) <i>Fostering teacher learning: Reflection on leadership roles.</i> http://www.literacycoachingonline.org/briefs/fostering_teacher_learning.pdf</p> |
| <p>4. 2/18</p> <p>SYNC ONLINE</p> | <p>Characteristics of effective professional development</p> <p>Adult learning theories</p> | <p>Needs Assessment analysis: Share raw data in small group (online)</p> | <p>McKenna & Walpole (2008). Chapter 3 from <i>The Literacy Coaching Challenge</i>. Ch 4: Guth & Pratt-Fartro (e-reserves)</p> <p>Webster- Wright (2010). <i>Reframing Professional Development Through Understanding Authentic Professional Learning</i></p> <p>Desimone (2011). <i>A Primer on Effective Professional Development</i>.</p> |
| <p>5. 2/25</p> <p>F2F Gatehouse Admin Center (GH) Rm 2050/2051</p> | <p>Planning to impact student achievement</p> <p>Writing your PD plan</p> | <p>School Needs Assessment Power Point DUE (includes planned study group topic)</p> | <p>Vogt & Shearer Chapter 11</p> <p>Sailors & Price (2010). <i>Professional Development that Supports the Teaching of Cognitive Reading</i>.</p> <p>Hanson (2011). <i>The Life of a Literacy Coach</i>.</p> <p>Elish-Piper & L'Allier (2011). <i>Examining the Relationship Between Literacy Coaches and Student Reading Gains in Grades K-3</i>.</p> |

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| <p>6. 3/4</p> <p>F2F Gatehouse Admin Center (GH) Rm 4050/4051</p> | <p>Culture & Language</p> <p>Reading/literacy programs in schools</p> <p>Study groups & mentoring</p> | <p>Generating ideas & formats for teacher study groups</p> <p>PD 5-page plan DUE</p> | <p>Vogt-Shearer Chapters 8 & 9</p> <p>Allen (2015) Ch 5</p> <p>Walker-Dalhouse et.al (2010). Helping Diverse Struggling Readers Through Reflective Teaching and Coaching.</p> <p>Walpole & Blamey (2008). Elementary Literacy Coaches/Dual Roles.</p> |
| <p>7. 3/11</p> <p>Mason spring break</p> <p>SYNC ONLINE</p> | <p>Serving as a literacy coach and providing professional development</p> | <p>First study group plan DUE</p> <p>Bookclub Meeting</p> | <p>Hunt & Handsfield (2013). The Emotional Landscapes of Literacy Coaching: Issue of Identity, Power, and Positioning.</p> <p>Stover et.al (2011). Differentiated Coaching: Fostering Reflection with Teachers.</p> <p>Peterson, Taylor, Burnham & Schock (2009). Reflective Coaching Conversations.</p> |
| <p>8. 3/18</p> <p>ASYN C online class</p> | <p>Peer coach work session</p> | <p>Work on Study Group & Mentoring project</p> <p>Between 3/12- 4/22, conduct 3 study group sessions and 1 one-on-one mentoring session according to PBA instructions and your <u>instructor-approved</u> plan. 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 GoReact. Reflect. Revise your subsequent plans to better improve teacher PD outcomes. Repeat until all 3 SG and 1:1 sessions are completed.</p> | |
| <p>9. 3/25</p> <p>ASYN C online class</p> | <p>Study Groups</p> | <p>Individual Conferences as needed for project</p> <p>GoReact peer coaching comments for partner</p> | |

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| 10. 4/1 F2F Gatehouse Admin Center 4050/4051 | Study Groups | GoReact peer coaching comments for partner **In-class peer coaching (videotape and upload to GoReact; comment on your coaching development) Bookclub Meeting | |
| 11. 4/8 ASync online class | Study Groups & Mentoring | GoReact peer coaching comments for partner Individual Conferences as needed for project | |
| 12. 4/15 Local schools spring break | | We will not meet this week. You are responsible for maintaining GoReact video uploads/commentary and providing your partner with peer coaching comments | |
| 13. 4/22 ASync online class | Study Groups & Mentoring | GoReact peer coaching comments Individual Conferences as needed for project | |
| 14. 4/29 F2F Gatehouse Admin Center Rm 4050/4051 | Wrapping up Study Groups and One-on- one mentoring | **In-class peer coaching All GoReact peer coaching comments due by <u>5/1</u> Final Bookclub Meeting Revised personal coaching statements (How have your perspectives expanded this semester?) | |
| 15. 5/6 F2F Dunn Loring Center rm 108 | Evaluating and selecting literacy instructional & technological materials. Bringing it together- final Q&A | Bring a current literacy textbook or program used in your class or school Interviewing Workshop | Vogt & Shearer Chapter 10 |
| All PBA components (entire PD project) must be uploaded to TK20 by 5/9 at midnight. | | | |

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

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 <https://ds.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/> .

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 EDRD 634. Registration information for the RVE is available on the ETS Web site <http://www.ets.org/praxis/register>.

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, (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.

NCATE Assessment # 6

Literacy Coaching Project

EDRD 634: School-Based Leadership in Literacy

Purpose

The purpose of this assignment is for candidates to develop proficiency as literacy coaches within a K-12 school setting. This project will include a mini-internship in the teacher's school or a field placement.

Directions to Candidates

For this PBA, you will complete the Literacy Coaching Project as part of a mini-internship in your own school or a field placement, if you are not working in a school. You will also participate in university seminars at key points in the term, as well as small group meetings. You will have choices within this project, but everyone will be working toward the same standards, which are outlined on two rubrics.

Part I (Getting Started): During the first month:

1. For the first seminars, you will have reading assignments of research-based chapters and articles related to principles of adult development and teacher professional development as well as school culture and organizational change. These will be discussed in class and will be important for you to consider as you move forward in this project.
2. You also will meet with the school's principal or other administrator and reading specialist (if there is one) to learn about the reading program at the school and student population, and to gain permission as well as ideas for this project.
3. You will then (with the help of your seminar instructor and the school personnel), design a needs assessment survey for the teachers at the school (related to professional develop needs and interests at the school) and collect and analyze the results. Be sure to include questions related to diverse learners in your survey. For this you may use a paper or electronic format, with school permission. Discuss the results of this survey with a group of teachers, such as your school team. Include your school administrator, if possible. In your discussion, get ideas for #4 (below).
4. After completing these steps, write a **5 page proposal** for an overall professional development plan for the school for the school year. In your proposal demonstrate your knowledge of adult/teacher development, ways school culture and other influences affect organizational change, effective literacy instructional practices, and the specific strengths and needs of the diversity of learners at this school. Your plan should include at least one study group for teachers that you will implement (see

Part II of this assignment). Share this with your school administrator and reading specialist and gain their suggestions and support. Your instructor will provide a letter introducing the project to your school administration.

Part II: Study Group Leadership and Mentoring

1. Design a 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 GoReact. Share your video with your in-class peer coach and discuss (via GoReact 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, and then share with your peer coach for comments. Videotape your in-class coaching session and upload to GoReact 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.

PBA Rubric: Literacy Coaching Project Part 1: Needs assessment & proposal (NCATE 6) 30 pts

| ILA Standard/ Element | Exceeds Expectations (4) | Meets Expectations (3) | Approaching Expectations (2) | Below Expectations (1) | Score |
|--|--|---|---|--|--------------|
| 2.1 Use foundational knowledge to design or implement an integrated, comprehensive, | Provides exemplary evidence of using foundational knowledge to design or | Provides satisfactory evidence of using foundational knowledge to design or | Provides partial evidence of using foundational knowledge to design or implement an | Provides little or no evidence of using foundational knowledge to design or implement an | |

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| and balanced curriculum. | implement an integrated, comprehensive, and balanced curriculum. | implement an integrated, comprehensive, and balanced curriculum. | integrated, comprehensive, and balanced curriculum. | 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, | Provides exemplary evidence of articulating the research base related to the | Provides satisfactory evidence of articulating the research base related to the | Provides partial evidence of articulating the research base related to the connections | Provides little or no evidence of articulating the research base related to the connections | |

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| student learning, and the involvement of parents, guardians, and the community. | connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. | connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. | among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. | among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. | |
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Part 2: Study Groups and Individual Mentoring (30 pts)

| IRA Standard/ Element | Exceeds Expectations (3) | Meets Expectations (2) | Approaching Expectations (1) | Below Expectations (0) | Score |
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| 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 | Provides exemplary | Provides satisfactory | Provides partial evidence of | Provides little or no evidence | |

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| environment for learners that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. | 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. | 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. | designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write. | 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 instruction. | Provides exemplary evidence of supporting teachers in their efforts to use technology in literacy and | Provides satisfactory evidence of supporting teachers in their efforts to use technology in literacy and | Provides partial evidence of supporting teachers in their efforts to use technology in literacy and | Provides little or no evidence of supporting teachers in their efforts to use technology in literacy and assessment | |

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| | assessment and instruction. | assessment and instruction. | assessment and instruction. | and instruction. | |
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