

**George Mason University  
College of Education and Human Development  
Literacy Program**

EDRD 635.A01 – School-Based Inquiry in Literacy  
3 Credits, Summer 2020  
Mondays, 5:00-8:00 pm (synchronous), Wednesday/Friday (asynchronous)

**Faculty**

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**Prerequisites/Corequisites**

EDRD 630, EDRD 631, EDRD 632, EDRD 633, EDRD 634, and EDRD 637 (or permission of the program coordinator)

**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.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered online (76% or more) using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 27, 2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a microphone for use with the Blackboard Collaborate web conferencing tool.

- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications. For suggestions, please visit <http://www.albion.com/netiquette/corerules.html>
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

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

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 a grant proposal to fund a project or materials to enhance her/his role as a literacy leader. (Grant Proposal)

**Professional Standards (International Literacy Association, 2010 *Standards for Reading Professionals*)**

- 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 Standards for Reading Specialist Programs addressed in the course:**

- 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**

Required readings will be made available on Blackboard and through GMU Library databases.

**Recommended Text (choose one)**

American Psychological Association. (2020). *Concise guide to APA style* (7th ed.).  
<https://doi.org/10.1037/0000173-000>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

**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).

**Assignments** (See Blackboard for specific guidelines and evaluation rubrics for all assignments.)

**1. Class Engagement (15 points)**

Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (synchronous and asynchronous) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It

is expected that you fully engage in all course activities. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

Criteria for Evaluation	Excellent	Satisfactory	Minimal	Unacceptable
	5 points	4 points	3 points	0 points
<b>Class Attendance</b>	Misses no synchronous class sessions. <b>AND</b> Arrives late or leaves class early no more than 1 time.	Misses 1 synchronous class session. <b>OR</b> Arrives late or leaves class early 2 times.	Misses 2 synchronous class sessions. <b>OR</b> Arrives late or leaves class early 3times.	Misses more than 2 synchronous class sessions. <b>OR</b> Arrives late or leaves class early more than 3 times.
<b>Class Participation</b>	Actively participates in <i>all</i> synchronous class activities and discussions by regularly asking questions or making observations that indicate reflections and analysis appropriate to the topic.	Actively participates in <i>most</i> synchronous class activities and discussions by occasionally asking questions or making observations that indicate reflections and analysis appropriate to the topic.	Rarely actively participates in synchronous class activities and discussions by rarely asking questions or making observations that indicate familiarity with the topic.	Never actively participates in synchronous class activities and discussions and never asks questions or makes observations that indicate familiarity with the topic.
<b>Critical Friend Participation</b>	Provides thoughtful and timely feedback to critical friend for all tasks.	Provides feedback to critical friend for all tasks, but at times it is limited.	Provides feedback to critical friend for some, but not all, tasks.	Fails to provide feedback to critical friend.

## 2. Annotated Bibliography (20 points)

An annotated bibliography is a collection of source references about a specific topic. The goal of an annotated bibliography is to provide researchers interested in a specific problem or topic with information about a source’s contents and usefulness. You will complete an annotated bibliography as a precursor to your literature review.

## 3. Performance-Based Assessment Part I: Literature Review (30 points)

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. You must use peer-reviewed (scholarly) research articles. Do not use articles in state/local journals or practitioner-focused journals. Possible journals include:

*Reading Research Quarterly*  
*Literacy Research & Instruction*  
*Reading Psychology*  
*Reading & Writing Quarterly*  
*Journal of Literacy Research*

*Early Childhood Research Quarterly*  
*Journal of Early Childhood Literacy*  
*Elementary School Journal*  
*TESOL Quarterly*  
*Exceptional Children*

## 4. Performance-Based Assessment Part II: Grant Proposal (35 points)

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 your literature review. 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 (or following a generic template provided by

your instructor). 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.

## **Other Requirements**

### **Class Attendance & Participation**

If an emergency situation arises and you must miss class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade as noted above. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

### **Assignment Guidelines**

All assignments should be turned in by either class time (if needed for class) or by 11:59 p.m. on the date noted in the class schedule. (For asynchronous classes, all online tasks and assignments are due by 11:59 p.m. on the date in the schedule.) You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should follow APA (7th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format (7th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your first and last name and assignment title (ex: JOHNDOEArticleCritique1.docx).

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (<https://writingcenter.gmu.edu/>) is available to you. They offer one-on-one consultations at any stage of the writing process. You can schedule video appointments with writing tutors. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you are not able to meet during the Center's hours of operation.

The performance-based assessments are designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assessments only in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessments is required to move to the next course in the Literacy course sequence. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

### **Communication**

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow a 24-hour response time for replies during the week, and 48 hours during weekends and holidays. If you have not heard from me within 48 hours, please email me again.

If you would like to talk with me, I will be available 15 minutes before and after synchronous class sessions. I am also happy to meet with you by phone or online at other times by appointment.

### Advising

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

### Grading

<i>Grading Scale</i>	
Grade	Points
A	= 94 – 100
A-	= 90 – 93
B+	= 87 – 89
B	= 80 – 86
C	= 75 – 79
F	= below 75

Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (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.

### Professional Dispositions

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

### Class Schedule

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

	<u>Date</u>	<u>Topic</u>	<u>Readings &amp; Assignments Due</u>
Week 1	Class 1: Wed., May 27 ASync	<ul style="list-style-type: none"> <li>- Course Overview</li> <li>- Literacy Leaders: Roles in Policy &amp; Advocacy</li> <li>- Literature Review Overview</li> </ul>	<ul style="list-style-type: none"> <li>- Read: “Moving the Field Forward as Leaders and Literacy Advocates” (Ch. 12 from Shearer et al., 2019)</li> <li>- View: “Literature Review” from LinkedIn Learning (link on Bb).</li> <li>- View the content presentation(s) on Bb.</li> </ul>
	Class 2: Fri., May 29 ASync	Literature Review: <ul style="list-style-type: none"> <li>- Formulating a Research Question</li> <li>- Finding &amp; Evaluating Research</li> </ul>	<ul style="list-style-type: none"> <li>- View: “Literature Reviews: An Overview for Graduate Students” (link on Bb).</li> <li>- View the content presentation(s) on Bb.</li> </ul>

	<u>Date</u>	<u>Topic</u>	<u>Readings &amp; Assignments Due</u>
Week 2	Class 3: Mon., June 1 SYNC	Literature Review: – Exploring the Craft of Writing Literature Reviews – Creating an Annotated Bibliography	<ul style="list-style-type: none"> <li>– Read: Flanigan, K. (2007). A concept of word in text. <i>Journal of Literacy Research</i>, 39(1), 37-70. <a href="https://doi.org/10.1080/10862960709336757">https://doi.org/10.1080/10862960709336757</a></li> <li>– Read: Hall, L. A. (2005). Teachers and content area reading: Attitudes, beliefs, and change. <i>Teaching and Teacher Education</i>, 21, 403-414. <a href="https://doi.org/10.1016/j.tate.2005.01.009">https://doi.org/10.1016/j.tate.2005.01.009</a></li> <li>– DUE: Identify 2-4 possible topics to research. Be prepared to share these during the synchronous session.</li> </ul>
	Class 4: Wed., June 3 ASync	Professional Work Session	<ul style="list-style-type: none"> <li>– DUE: Final Research Topic (on Bb by 11:59 p.m.)</li> <li>– Begin to work on your Annotated Bibliography assignment. Identify 10 to 15 scholarly resources addressing your topic. At least 10 of these must be research reports. Read and annotate 2 articles on your topic.</li> </ul>
	Class 5: Fri., June 5 ASync	Professional Work Session	<ul style="list-style-type: none"> <li>– Continue to work on your Annotated Bibliography assignment. Read and annotate an additional 4 articles.</li> </ul>
Week 3	Class 6: Mon., Jun 8 SYNC	Literature Review: – Structure of a Literature Review – Synthesizing Research – Academic Writing	<ul style="list-style-type: none"> <li>– View the content presentation(s) on Bb before class time.</li> <li>– Continue to work on your Annotated Bibliography assignment. Read and annotate an additional 4 articles.</li> </ul>
	Class 7: Wed., June 10 ASync	Professional Work Session	<ul style="list-style-type: none"> <li>– DUE: Annotated Bibliography (on Bb by 11:59 p.m.)</li> <li>– DUE: Literature Review Outline (on Bb by 11:59 p.m.)</li> </ul>
	Class 8: Fri., June 12 ASync	Professional Work Session	<ul style="list-style-type: none"> <li>– Begin drafting your Literature Review.</li> <li>– DUE: Share at least 2 examples of synthesis statements and supporting details with your critical friend for feedback by 11:59 p.m. on Saturday, June 13. Use the File Exchange feature in your Critical Friends group page on Bb to exchange work.</li> <li>– DUE: Read and provide <i>written</i> feedback (using tracked changes) on your critical friend's synthesis statement examples by 11:59 p.m., Sunday, June 14. Use the File Exchange feature in your Critical Friends group page on Bb to exchange work.</li> </ul>

	<u>Date</u>	<u>Topic</u>	<u>Readings &amp; Assignments Due</u>
Week 4	Class 9: Mon., June 15 SYNC	Grant Writing: – Overview – Researching & Analyzing Grant Announcements	– Read: “Writing Proposals” (Ch. 11 from Bean, 2015). – DUE: Share your literature review draft with your critical friend by 11:59 p.m. on Tuesday, June 16. Use the File Exchange feature in your Critical Friends group page on Bb to exchange drafts.
	Class 10: Wed., June 17 ASync	Professional Work Session	– DUE: Read and provide <i>written</i> feedback (using tracked changes) on your critical friend’s Literature Review draft by 11:59 p.m. on Thursday, June 18. Also complete the Critical Friends Feedback form. Use the File Exchange feature in your Critical Friends group page on Bb to exchange feedback. – Explore your division’s website to identify its grant administrator and procedures for submitting grants. – Search online for local, regional, state, and/or national grant opportunities. Identify possible funding sources for your grant.
	Class 11: Fri., June 19 ASync	Professional Work Session	– Revise your Literature Review draft based on feedback provided by your critical friend. – DUE: Literature Review (Tk20 via Bb by 11:59 p.m., Sunday, June 21)
Week 5	Class 12: Mon., June 22 SYNC	Grant Writing: – Project Narrative – Budget Sourcing & Development	– Read Stinson, K., & Renninger, P. (2007). Successful grantsmanship at the middle level. <i>Middle School Journal</i> , 39(1), 44-51. <a href="http://dx.doi.org/10.1080/00940771.2007.11461613">http://dx.doi.org/10.1080/00940771.2007.11461613</a> – View the content presentation(s) on Bb before class time. – DUE: Locate the announcement for your selected grant and develop a list of your funding ideas. Be prepared to share these during the synchronous session.
	Class 13: Wed., June 24 ASync	Professional Work Session	– Begin drafting your grant proposal.
	Class 14: Fri., June 26 ASync	Professional Work Session	– DUE: Share your grant proposal draft with your critical friend by 11:59 p.m. on Saturday, June 27. Use the File Exchange feature in your Critical Friends group page on Bb to exchange work.



	<u>Date</u>	<u>Topic</u>	<u>Readings &amp; Assignments Due</u>
Week 6	Class 15: Mon., June 29 SYNC	Grant Writing: – Revising for Clarity	– DUE: Read and be prepared to provide both <i>written</i> and <i>verbal</i> feedback on your critical friend’s grant proposal draft during the synchronous class session. Also complete the Critical Friends Feedback form. Use the File Exchange feature in your Critical Friends group page on Bb to exchange written feedback.
	Class 16: Wed., July 1 ASYNC	Professional Work Session	– Revise your grant proposal draft based on feedback provided by your critical friend.
	Class 17: Fri., July 3 ASYNC	Professional Work Session	– DUE: Grant Proposal (Tk20 on Bb by 11:59 p.m.) – DUE: Any optional or required revisions for the Literature Review must be uploaded to Tk20 (via Bb) by 11:59 p.m.

### 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 <https://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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

## Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## Additional Information for Performance-Based Assessments

The Performance-Based Assessments in this course are 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.

### Literature Review Rubric

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
<b>1.1c</b> Demonstrate a critical stance toward the scholarship of the profession.	<i>Provides exemplary evidence of a critical stance toward the scholarship of the profession.</i>	<i>Provides satisfactory evidence of a critical stance toward the scholarship of the profession.</i>	<i>Provides partial evidence of a critical stance toward the scholarship of the profession.</i>	<i>Provides little or no evidence of a critical stance toward the scholarship of the profession.</i>
<b>1.1d</b> Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).	<i>Provides exemplary evidence of reading and understanding the literature and research about factors that contribute to reading success.</i>	<i>Provides satisfactory evidence of reading and understanding the literature and research about factors that contribute to reading success.</i>	<i>Provides partial evidence of reading and understanding the literature and research about factors that contribute to reading success.</i>	<i>Provides little or no evidence of reading and understanding the literature and research about factors that contribute to reading success.</i>
<b>1.2a</b> Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.	<i>Provides exemplary evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i>	<i>Provides satisfactory evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i>	<i>Provides partial evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i>	<i>Provides little or no evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i>

### Grant Proposal Rubric

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
<b>1.1a</b> Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	<i>Provides exemplary evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i>	<i>Provides satisfactory evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i>	<i>Provides partial evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i>	<i>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.</i>
<b>2.1a</b> Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum for all students.	<i>Provides exemplary evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i>	<i>Provides satisfactory evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i>	<i>Provides partial evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i>	<i>Provides little or no evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i>
<b>6.2d</b> Demonstrate effective interpersonal, communication, and leadership skills.	<i>Provides exemplary evidence of effective interpersonal, communication, and leadership skills.</i>	<i>Provides satisfactory evidence of effective interpersonal, communication, and leadership skills.</i>	<i>Provides partial evidence of effective interpersonal, communication, and leadership skills.</i>	<i>Provides little or no evidence of effective interpersonal, communication, and leadership skills.</i>
<b>6.4b</b> Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.	<i>Provides exemplary evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i>	<i>Provides satisfactory evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i>	<i>Provides partial evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i>	<i>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.</i>