George Mason University
College of Education and Human Development
Literacy Program

EDRD 634-6L1: School-Based Leadership in Literacy
3 Credits, Spring 2021
Tuesday, 5:00-7:10 p.m., synchronous/asynchronous online

Faculty
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Prerequisites/Corequisites
EDRD 630, EDRD 631, EDRD 632, and EDRD 633; 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
Not applicable.

Course Delivery Method
This course will be delivered online (76% or more) using both a synchronous and asynchronous format
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 January 25.

**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

  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
- 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 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/

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.

- 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. Serve as a school leader in literacy.
2. Expand on their knowledge of literacy gained in prerequisite courses and apply it to professional development work with teachers at their own school sites.
3. Design and implement specific literacy professional development activities.
4. Work collaboratively to create, implement, and evaluate a variety of professional development experiences for teachers, administrators, and paraprofessionals.
5. Understand and enact an advanced, research-based study of literacy professional development as necessary for teachers seeking a Virginia Reading Specialist License.

Professional Standards (International Literacy Association, 2010 Standards for Reading Professionals)
Upon completion of this course, students will have met the following professional standards:
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 Standards for Reading Specialist Programs addressed in the 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 & Resources
Shearer, B. A., Carr, D. A., & Vogt, M. (2019). *Reading specialists and literacy coaches in the real world* (4th ed.). Waveland Press.

GoReact must be purchased and used in this course. Details will be provided in class.

Additional readings will be made available on Blackboard and through GMU Library databases. (See Blackboard for a full reference list of required readings.)

one of the following professional texts (to be assigned during the first class session) for book clubs:

Affinito, S. (2018). *Literacy coaching: Transforming teaching and learning with digital tools and technology*. Heinemann.

Allen, J. (2016). *Becoming a literacy leader: Supporting learning and change* (2nd ed.). Stenhouse Publishers.

Elish-Piper, L., L'Allier, S. K., Manderino, M., & Domenico, P. D. (2016). *Collaborative coaching for disciplinary literacy: Strategies to support teachers in grades 6-12*. Guilford Press.

Sweeney, D., & Harris, L. S. (2017). *Student-centered coaching: The moves*. Corwin.

Recommended Resources

Bean, R. & Dagen, A. (2011). *Best practices of literacy leaders: Keys to school improvement* (2nd ed.). Guilford Press

Bean., R. M., & Goatley, V. J. (2020). *The literacy specialist: Leadership and coaching for the classroom, school, and community* (4th ed.). Guilford Press.

Bean, R. M., & Ippolito, J. (2016). *Cultivating coaching mindsets: An action guide for literacy leaders*. Learning Sciences International.

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

Wepner, S. B., Gomez, D. W., Cunningham, K. E., Rainville, K. N., & Kelly, C. (2016). *Literacy leadership in changing schools: 10 keys to successful professional development*. 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).

Assignments

1. Course Engagement & Participation (25%)

Attendance and participation are required. This includes individual, small group, and class discussions, online meetings, online module assignments, and other assignments as deemed necessary during class.

- Our course Blackboard site (https://mymasonportal.gmu.edu) includes information and resources important to your successful completion of the course. You should access it prior to every class session to download readings and other pertinent course documents.
- The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, *it is critical for you to complete all readings prior to the class for which they are assigned in order to be able to participate fully in class*. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.
- One purpose of this course is to help you further develop your coaching techniques (e.g., paraphrasing, questioning, synthesizing) as you work with a peer to support their professional work. Thoughtful online coaching participation via GoReact is required for this course. Across the semester, you will upload videos of the study group sessions you lead in a timely manner. For each session (video), you will provide your peer coach with reflection/commentary/questions to guide their feedback on your study group facilitation. You will also reflect on your own coaching development in each video. Your participation through GoReact also includes your timely online coaching feedback to your partner for two study group sessions.

Course engagement and participation will be evaluated using the following rubric:

Criteria for Evaluation	Exceeds Expectations 5 points	Meets Expectations 4.5 points	Approaching Expectations 4 points	Below Expectations 0 points
Synchronous Class Attendance	Missed no synchronous class sessions.	Missed 1 synchronous class sessions.	Missed 2 synchronous class sessions.	Missed more than 2 synchronous class sessions.
Synchronous Class Participation	Actively participated in small group activities and class discussions and demonstrated *in-depth understanding* of the course content.	Actively participated in small group activities and class discussions and demonstrated *basic understanding* of the course content.	*Rarely participated* in small group activities and class discussions. **OR** Demonstrated a *limited understanding* of course content.	Never participated in small group activities and class discussions.
Asynchronous Class Participation	Submitted all activities within asynchronous course modules, with no more than 1 late submission. **AND** Most submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Submitted all activities within asynchronous course modules, with no more than 2 late submissions. **OR** Some submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Submitted all activities within asynchronous course modules, with 3 or more late submissions. **OR** Few submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.	Failed to submit all activities within asynchronous course modules. **OR** No submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.
Online Coaching Participation as Coachee	Uploaded both study group session videos to GoReact in a timely manner. **AND** Provided detailed and thoughtful reflection annotations for both videos.	Uploaded both study group session videos to GoReact with some minor delays. **OR** Provided descriptive annotations for both videos, but few reflective annotations.	Uploaded both study group session videos to GoReact, but the delayed nature of their uploading interfered with course demands. **OR** Provided annotations for only one video.	Failed to upload both required study group videos to GoReact. **OR** Provided no annotations.
Online Coaching Participation as Coach	Uploaded all coaching session videos to GoReact in a timely manner. **AND** Provided detailed and thoughtful reflection annotations for all videos.	Uploaded all coaching session videos to GoReact with some minor delays. **OR** Provided descriptive annotations for all videos, but few reflective annotations.	Uploaded all coaching session videos to GoReact, but the delayed nature of their uploading interfered with course demands. **OR** Provided annotations for only one video.	Failed to upload all coaching session videos to GoReact. **OR** Provided no annotations.

2. Online Book Club (15%)
You will work within a fixed small group of peers who have all chosen to read the same professional book on coaching. Your group will hold three book club meetings online using Blackboard Collaborate Ultra. At the time designated by your group, all group members must join the Collaborate session and participate in a 15- to 20-minute online discussion of your book. You will need to turn your video and microphone on as you participate. Each of you will be responsible for creating discussion questions or points for discussion for each online discussion. Your group will need to record the Collaborate session. Your discussion responses and participation in your group's book discussions are worth a total of 15 points (5 points per discussion).

Participation in the Online Book Club will be evaluated using the following rubric:

Criteria for Evaluation	Meets Requirements	Partially Meets Requirements	Does Not Meet Requirements
Book Club Participation	Prepared and shared thoughtful questions/discussion points for the session. **AND** Actively participated in the discussion, making connections to what others said or to class content. **5 points**	Prepared questions/discussion points for the session but did not share them. **OR** Rarely participated in a meaningful way in the discussion. **2.5 points**	Did not prepare questions/discussion points for the session. **OR** Did not participate in the discussion. **0 points**

3. Performance-Based Assessment: Literacy Coaching Project (60%)

Through this PBA you will develop proficiency as a literacy coach within a K-12 school setting. You will complete the Literacy Coaching Project as part of a mini-internship to be completed partially in your own school (or a field placement if you are not working in a school) and with peers within the course. There are two parts included in this PBA:

    Part 1: Needs Assessment & Professional Development Proposal (30%)
    Part 2: Study Groups (30%)

Detailed descriptions of these assignments and their rubrics can be found at the end of the syllabus. Materials to support your work can be found on Bb.

Other Requirements

Class Attendance & Participation

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

Assignment Guidelines

All assignments should be turned in (via Blackboard or Tk20 as noted in the class schedule) by either class time (if needed for class) or by 11:59 p.m. on the date noted in the class 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: JOHNDOESession1Plan.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 appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use

their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

The performance-based assessment is designed to provide evidence that program candidates meet required program completion standards. Students may only have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment 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 class. I will also host regular online office hours throughout the semester or am happy to meet with you by phone or online at other times by appointment. Please email me to schedule a meeting time.

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

Advising
Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click on the *Organizations* tab in the main menu, 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.

Reading for Virginia Educators (RVE): Reading Specialist Exam (5304)
Taking this test and achieving a passing score is a requirement for any students seeking the **Virginia** K-12 Reading Specialist endorsement. *Students must name Mason as a score recipient when they register for the test with ETS.* The RVE should be taken in the last semester before finishing literacy coursework, typically during EDRD 634 or 635. Information about the test can be found at https://www.ets.org/praxis/prepare/materials/5304. Registration information is available on the ETS website at https://www.ets.org/praxis/register/. Additional information is also available on the Literacy Program Advising and Information Organization on Blackboard.

Grading

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 (please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which this course is a prerequisite.

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 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 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.

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

Performance-Based Assessment - Literacy Coaching Project

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 that is partially completed 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. Some aspects will be completed within the University setting while others will be completed 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: Needs Assessment and Professional Development Proposal
(Getting Started): During the first month:
1. For the first seminars, you will have reading assignments of research-based chapters and articles related to principles of adult development and teacher professional development as well as school culture and organizational change. These will be discussed in class and will be important for you to consider as you move forward in this project.
2. You also will meet with the school's principal or other administrator and/or 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 development 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. Share and discuss the results of this survey with 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 coming 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 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 peers in your course section and meet with them for 6 sessions (30 minutes each). You will plan and lead two of these sessions, participate in two additional sessions led by your peer coaching partner, and then participate just as a group member in at least two additional sessions. Each session will be videoed. There should be 3-6 peers in each 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, upload the video of your session to GoReact and use annotations to reflect on your study group facilitation and your perceived coaching development. You will also create a brief written reflection following each session. You will also meet with your peer coach for a one-on-one coaching session based on the study group session you led. This coaching meeting will also be recorded and uploaded to GoReact to facilitate your reflection on your development as a coach. Create a detailed plan for the next study group session you will lead based on what occurred in the previous study group session and your peer coach's feedback. Between sessions, ask participants of the study group 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 2 sessions you plan and lead, collect anonymous evaluations completed by the participants and include this information in your final reflection.

At the end of all of your study group 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.

Literacy Coaching Project Part 1: Needs Assessment & Professional Development Proposal

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

ILA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
6.2a Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides exemplary evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides satisfactory evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides partial evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides little or no evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.

Literacy Coaching Project Part 2: Study Groups and Individual Mentoring

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

Class Schedule
(SYNC = meet synchronously; ASYNC = activities completed asynchronously)
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Reading & Assignments Due
Class 1: January 26 SYNC	Course Overview Historical Perspectives Role of the Reading Specialist	**READ** – Shearer, Carr, & Vogt – Ch. 1 (skim) – ILA Position Statement on the Multiple Roles of School-Based Specialized Literacy Professionals – ILA Research Brief in Support of the Multiple Roles of School-Based Specialized Literacy Professionals – ILA Literacy Leadership Brief on Coaching for Change **DUE** Choose a text for book club. Be ready to share your choice during the synchronous class session.
Class 2: February 2 ASYNC	Creating a School-Wide Vision for Literacy Instruction Developing a Needs Assessment	**READ** – Shearer, Carr, & Vogt – Ch. 2, 3 & 4 **DUE** – Complete online activities on Bb by 11:59 p.m.
Class 3: February 9 SYNC	Characteristics of Adult Learners and Effective Professional Development Writing a Professional Development Plan	**READ** – Shearer, Carr, & Vogt – Ch. 11 – McKenna & Walpole – Serving Adult Learners – Bates & Morgan – Seven Elements of Effective Professional Development – Desimone – A Primer on Effective Professional Development **DUE** – Submit your signed permission letter from your administrator on Bb by 11:59 p.m.. – Needs Assessment Survey Draft (be prepared to share your draft for peer feedback during the synchronous class session; due on Bb for instructor feedback by 11:59 p.m. on Wednesday, February 10). o Once you've made final revisions based on instructor feedback, send it to your administrator for approval. Once approved, distribute it to colleagues at your school.
Friday, February 12 – Last Day to Drop (100% tuition refund)		

Date	**Topic**	**Reading & Assignments Due**
Class 4: February 16 SYNC	Coaching to Impact Teacher Learning	**READ** – Allen – Study Groups: Developing Voluntary Professional Development – Elish-Piper et al. – Presenting Powerful Professional Development **DUE** – Complete the self-assessment most applicable for your future professional goals (see Bb for link). Be prepared to share strengths and areas for growth (anonymously) during the synchronous class session. – Finish collecting all raw data from your Needs Assessment Survey. Be prepared to share your data during the synchronous class session.
Tuesday, February 16 – Last Day to Drop (50% tuition refund)		
Class 5: February 23 ASYNC (individual online meetings with instructor as scheduled)	Coaching to Impact Student Learning	**READ** – Shearer, Carr, & Vogt – Ch. 5, 6, & 7 (skim), Ch. 8 & 9 (read) Choose 1: – Elish-Piper & L'Allier – Examining the Relationship Between Literacy Coaches and Student Reading Gains in Grades K-3 – Sailors & Price – Professional Development that Supports the Teaching of Cognitive Reading Strategy Instruction – Fisher et al. – Coaching Middle-Level Teachers to Think Aloud Improves Comprehension Instruction and Student Reading Achievement – Davis et al. – The Effects of Coaching on English Teachers' Reading Instruction Practices and Adolescent Students' Reading Comprehension **DUE** – Complete online activities on Bb by 11:59 p.m. – last day to submit School Needs Assessment Presentation Draft for instructor feedback (Bb by 11:59 p.m.) – Meet with instructor to discuss your professional development plan.
Monday, March 1 – Last Day to Withdraw (no tuition refund)		
Class 6: March 2 ASYNC	Coaching with Technology to Support Professional Learning	**READ** Choose 3: – Bates et al. –Stay Connected: Using Technology to Enhance Professional Learning Communities – Leighton et al. – "Let's FaceTime Tonight": Using Digital Tools to Enhance Coaching. – Matsumura et al. – Harnessing the Power of Video to Increase Classroom Text Discussion Quality. – Salley & Bates – Adding a Virtual Component to Professional Learning – Wetzel et al. – Retrospective Video Analysis: A Reflective Tool for Teachers and Teacher Educators **DUE** – Complete online activities on Bb by 11:59 p.m. – PBA – Literacy Coaching Project Part 1 Due (Tk20 via Bb by 11:59 p.m.)

Date	Topic	Reading & Assignments Due
Class 7: March 9 SYNC	Finding the Balance in Coaching	**READ** – Kise – Differentiated Coaching – Pletcher et al. – Coaching on Borrowed Time: Balancing the Roles of the Literacy Professional – Stover et al. – Differentiated Coaching: Fostering Reflection with Teachers **DUE** – Complete free online personality test (see link on Bb) and be prepared to discuss your results during the synchronous class session. – Study Group 1 Plan Draft (full draft for session 1 and a brief description of what you anticipate will happen in session 2) Be prepared to share your draft with your peer coach for feedback during the synchronous class session (due on Bb for instructor feedback by 11:59 p.m. on Thursday, March 11). – Upload your personal goals video to GoReact by 11:59 p.m.

Class 8: March 16 SYNC (as assigned)
 	
Class 9: March 23 SYNC (as assigned)
	Study Group Session 1	**DURING THE SYNCHRONOUS CLASS TIME:**
		– Lead your first study session group online and record the session. Before the session begins, be sure to let your coaching partner know the type of feedback you are requesting.
		– Participate in your coaching partner's first online session. Gather data (using a variety of coaching tools) to use as you lead a post-observation conference. Be sure to attend to your partner's requested feedback.
		– Participate in at least 1 additional session led by a classmate. You will also participate in that person's second session in the future. Remember, you must participate in at least 2 study group sessions beyond those led by yourself or your coaching partner. You can choose to participate in more for extra credit.
		
		AFTER THE SYNCHRONOUS CLASS TIME:
		– After leading your first study group session:
		   o add brief reflection notes to your session plan immediately following your session.
		   o upload the video of your session to GoReact, watch it, and add your reflection annotations.
		   o meet with your peer coach for a coaching session (at a time TBD with your peer coach).
		   o add brief reflection notes from your coaching session regarding the experience of being coached to your session plan.
		– After observing your coaching partner's first study group session:
		   o plan for a coaching session with your partner.
		   o meet with your partner and lead a coaching session (at a time TBD with your partner).
		   o upload the video of the coaching session you led to GoReact, watch it, and add your reflection annotations.
		– After participating in a classmate's session:
		   o be sure to complete any next steps the presenter shared before their final session.

Date	**Topic**	**Reading & Assignments Due**
Class 10: March 30 ASYNC	Planning for Study Group Session 2	**DUE:** – Study Group 2 Plan Draft (be sure to get feedback from your peer coach before submitting to your instructor) on Bb by 11:59 p.m. – All videos and reflection annotations for your first study group and first peer coaching session should be complete and posted to GoReact.
Class 11: April 6 SYNC (as assigned) Class 12: April 13 SYNC (as assigned)	Study Group Session 2	**DURING THE SYNCHRONOUS CLASS TIME:** – Lead your second study session group online and record the session. Gather anonymous evaluation data from your participants. Before the session begins, be sure to let your coaching partner know the type of feedback you are requesting. – Participate in your coaching partner's second online session. Gather data (using a variety of coaching tools) to use as you lead a post-observation conference. Be sure to attend to your partner's requested feedback. – Participate in the second session led by the same classmate whose first session you attended earlier. Remember, you must participate in at least 2 study group sessions beyond those led by yourself or your coaching partner. You can choose to participate in more for extra credit. **AFTER THE SYNCHRONOUS CLASS TIME:** – After leading your second study group session: o add brief reflection notes to your session plan immediately following your session. o upload the video of your session to GoReact, watch it, and add your reflection annotations. o meet with your peer coach for a coaching session (at a time TBD with your peer coach). o add brief reflection notes from your coaching session regarding the experience of being coached to your session plan. – After observing your coaching partner's second study group session: o plan for your coaching session with your partner. o meet with your partner and lead a coaching session (at a time TBD with your partner). o upload the video of the coaching session you led to GoReact, watch it, and add your reflection annotations. – After participating in a classmate's session: o be sure to complete any next steps the presenter shared.
Class 13: April 20 ASYNC	Evaluating & Selecting Literacy Instructional & Technological Materials	**READ** – Shearer, Carr, & Vogt – Ch. 10 – Noll – Buyer – Be Informed **DUE** – Complete online activities on Bb by 11:59 p.m. – All videos and reflection annotations for your second study group and second peer coaching session should be complete and posted to GoReact.

Date	Topic	Reading & Assignments Due
Class 14: April 27 SYNC	Reflecting on Coaching and its Challenges	**READ** – Hunt & Handsfield – The Emotional Landscapes of Literacy Coaching: Issues of Identity, Power, and Positioning – Toll – 5 Perspectives for Leadership Success – Toll – But I Don't Need a Coach! **DUE** – Course Evaluation (to be completed during the synchronous session)
Class 15: May 4 ASYNC	PBA – Literacy Coaching Project Part 2 Due (Tk20 via Bb by 11:59 p.m.) Any revisions needed for PBA Part 1 Due (Tk20 via Bb by 11:59 p.m.)	

(rev. 1/23/21)