

George Mason University
College of Education and Human Development
Literacy Program

EDRD 632.DL2 – Literacy Assessments and Interventions for Groups
3 Credits, Fall 2021
Asynchronous, Online

Faculty

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Prerequisites/Corequisites

EDRD 630 and EDRD 631

University Catalog Course Description

Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. **Note:** This course requires students to conduct related practice in their own schools or specified field settings.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered online (76% or more) using an 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 August 23.

At Mason, one credit hour represents one hour in the classroom and a minimum of two hours of out-of-class work per week throughout a 15-week semester (see Academic Policy 2.3 in the University Catalog). Thus, this 3-credit course requires a minimum of 3 hours of classroom instruction (or the equivalent work for asynchronous learning activities) and 6 hours of out-of-class work each week. Please schedule your time accordingly.

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 will need a headset 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/

Expectations

- Course Week: Because asynchronous class sessions do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- 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.
- 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. Select, develop, administer, and interpret assessments both traditional print and electronic, for specific purposes.
2. Use assessment information to plan and evaluate instruction.
3. Communicate assessment results and implications to a variety of audiences.
4. Use data to tailor instruction for acceleration, intervention, remediation, and flexible level groupings.
5. Select strategies to increase vocabulary, reading comprehension, specifically in the ability to teach strategies to teach literal, interpretative, critical, and evaluative comprehension.
6. Apply basic coaching techniques (e.g., paraphrasing, questioning, synthesizing) as they work with a peer to support their data analysis and instructional planning.

Professional Standards (aligned with standards from the International Literacy Association)

Upon completion of this course, students will have met the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

- 2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.
- 2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.
- 3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.
- 3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.
- 3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.
- 4.3 Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.

Virginia Standards for Reading Specialist Programs addressed in this course:

- 1a. Demonstrate expertise in the use of formal and informal screening, diagnostic, and progress monitoring assessment for language proficiency, concepts of print, phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension.
- 1b. Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.
- 6b. Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels.
- 6f. Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores.

- 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 coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development.
- 6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.
- 6k. Demonstrate knowledge of current research and exemplary practices in English and reading/
- 6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
- 6m. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

Required Texts

Wolsey, T. D., Lenski, S., & Grisham, D. L. (2020). *Assessment literacy: An educator's guide to understanding assessment, K-12*. Guilford Press.

Brown, E., & L'Allier, S. K. (2020). *No more random acts of literacy coaching*. Heinemann.

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.

Recommended Texts

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

Seravallo, J. (2014). *The literacy teacher's playbook, grades K-2: Four steps for turning assessment data into goal-directed instruction*. Heinemann.

Seravallo, J. (2013). *The literacy teacher's playbook, Grades 3-6: Four steps for turning assessment data into goal-directed Instruction*. Heinemann.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**

1. Online Modules (15 points)

Most weeks you will have online modules that involve an array of activities, mostly including recording your thoughts, reactions, connections, and questions related to assigned readings and content. These activities are designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each weekly module will open on Monday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Sunday (see the class schedule for specific dates). Work submitted more than one week after the due date will not be accepted. Once each module is opened, it will remain open so that you may go back and review content from previous weeks. There are 10 online modules (each is worth 1.5 points).

While specific instructions and evaluation criteria will be provided for all activities, the following general criteria apply to all online activities. For each online module, you should thoughtfully and thoroughly complete all activities in the module. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each online module.

For each module, your engagement with the online activities will be scored using the following rubric:

Criteria for Evaluation	Meets Expectations	Partially Meets Expectations	Below Expectations
Timeliness & Completeness	Online activities are <i>complete</i> AND submitted <i>on time</i> . (0.5 points)		Online activities are <i>incomplete</i> OR submitted <i>late</i> . (0 points)
Quality of Responses	Most responses reflect <i>thoughtful</i> contemplation of ideas, demonstrate a <i>clear understanding</i> of course content, and <i>include references</i> to course materials and concepts. (1 point)	Most responses demonstrate a <i>basic understanding</i> of course content, though <i>inaccuracies</i> may exist. <i>References</i> to course materials and concepts are <i>limited</i> . (0.5 points)	Most responses demonstrate <i>little or no understanding</i> of course content OR <i>no responses are submitted</i> . (0 points)

2. School Data Analysis (20 points)

a. Data Gathering: Locate and review your state’s testing framework. Locate your school’s testing data online (in Virginia, this is the School Quality Profile). Analyze the literacy assessment data.

b. Summary Presentation (10 points): Prepare a brief presentation summarizing your school’s literacy assessment data. Share this presentation with peers. Identify and discuss the meaning/potential importance of the information as well as “next steps” for how to apply this information to instruction.

c. Written Analysis (10 points): Develop a 3-to-5-page written analysis that addresses the following: (1) **Discuss** your state’s testing program. Consider how it is consistent or inconsistent with the International Literacy Association’s position statements on assessment and include a minimum of two additional professional resources related to appropriate/inappropriate uses of assessments to support your discussion. Address if you believe any modifications should be made and/or what should remain the same in your state’s assessment system. Be sure to support your suggestions with professional resources. Then, (2) **Reflect** on what you learned about the role of the reading specialist/coach from analyzing your school-level data and sharing it with your peers.

3. Needs Assessment (15 points)

Using what you learned from your analysis of your school’s data, you will develop a literacy needs assessment survey to identify school-wide literacy professional learning needs. You may distribute and analyze data from this survey in EDRD 634.

4. Performance-Based Assessment: Classroom Data Analysis & Instruction (50 points)

In this assignment, you will have the opportunity both to serve as a classmate’s literacy coach and to be coached yourself. Complete the following steps together, with partners taking turns assuming the roles of the literacy coach and teacher.

a. Classroom Data Spreadsheet (10 points): (1) Create a spreadsheet showing the most recent *reading and writing* scores for all students in your class on **at least three assessments**. Include formal (e.g., Virginia SOL, DRA, PALS) and informal (e.g., Running Record) data, if available. If you are not currently teaching, you will complete this in a field assignment. (2) Compare your formal student assessment results with other existing data sources, such as homework and class assignment performance, to analyze individual student performance. (3) Then make notes on the spreadsheet related to each student's *instructional needs* in reading and writing as revealed through your data collection and analysis.

b. Lesson Planning (10 points): In consultation with your peer coach, **create two specific, connected lesson plans** for your class in which students will be reading and/or writing. The lessons should explicitly teach a literacy instructional need identified in your data spreadsheet. In each plan, specify how students will be grouped for instruction. Across the two plans, you must use different groupings. For example, in your first lesson, you may teach a whole-group lesson followed by a small-group lesson. Or, you may start with a small-group lesson and follow up with an individual lesson for one student. You will use data gathered in your first lesson to determine which students to teach (and what to teach) in the second lesson which may include remediation or enrichment. Be sure to provide a justification (using data and research) for your grouping decisions and instructional strategy choices. Also be sure to specify how you will assess student learning during and after each lesson. You may use the lesson plan format that is standard in your school, but it must contain the required elements shared in class.

c. Implementation of Lessons (10 points): After receiving feedback on your first lesson plan, teach and videotape the lesson. Choose a 10- to 15-minute segment of your lesson that you would like to receive feedback on from your peer coach. Upload the video clip to GoReact and attach a copy of your lesson plan. Annotate within GoReact to describe the context of the clip and the feedback you are seeking from your peer coach. After analyzing student data gathered in the first lesson and conferring with your peer coach, create your second lesson plan. Teach and videotape the second lesson. Choose a 10- to 15-minute segment of your lesson that you would like to receive feedback on from your peer coach. Upload the video clip to GoReact and attach a copy of your lesson plan. Annotate within GoReact to describe the context of the clip and the feedback you are seeking from your peer coach

d. Peer Coaching (10 points): You will serve as a classmate's literacy (peer) coach to support data analysis and instructional planning. Both you and your peer will provide a video introduction of your classroom and students. Then, you will complete 3 coaching conversations synchronously online (at a time you and your peer determine). You will record and upload the 3 coaching conversations to GoReact. For each of the videos where you serve as a coach, you should watch the video and reflect on your development as a coach. You will use the annotation features in GoReact to identify your coaching stances, strengths, suggestions, and connections to your previous coaching interactions with your partner in each video.

Coaching Conversation 1 – Data Analysis & Lesson 1 Planning: Your first coaching conversation will center on the classroom data spreadsheet. The goal of this conversation is to analyze the classroom data spreadsheet to identify appropriate instructional goals and discuss instructional plans for the first lesson. Once lesson goals are established and the first plan is written, you will read a draft of your partner's lesson plan and provide (verbal/written) feedback before the lesson is taught.

Coaching Conversation 2 – Lesson 1 Debriefing and Lesson Plan 2 Drafting: After your partner teaches his/her lesson and uploads a video clip to GoReact, you will watch the teaching segment and

provide feedback. You will then discuss how data collected during the lesson informs the second lesson plan. Once lesson goals are established and the second plan is written, you will read a draft of your partner's lesson plan and provide (verbal/written) feedback before the lesson is taught.

Coaching Conversation 3 – Lesson 2 Debriefing: After your partner teaches his/her second lesson and uploads a video clip to GoReact, you will watch the teaching segment and provide feedback. You will then discuss how data collected during the lesson informs future instructional plans.

e. Reflection Paper (10 points): Write a 3 to 5-page reflection on what you learned as a result of the project. Include the following: (1) Discuss how data-based grouping and instruction impacted student learning and your work. (2) Reflect on the peer coaching process. Explain how you supported your partner in using data to make grouping and other instructional decisions. Include discussion of how you help him/her develop, implement, and analyze his/her lessons. (3) Identify and analyze at least one segment from your coaching videos for your instructor to watch that you think demonstrates an important moment in your development as a coach. Explain the significance of the segment and what you have learned about serving as a literacy coach.

- **Other Requirements**

Assignment Guidelines

All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from assignments for *each* day they are submitted 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: JOHNDOEResearchCritique1.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-to-one consultations at any stage of the writing process. You can schedule in-person or video 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 (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may 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 your degree program. 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 daily, as that will be the account I use to contact you. I am always available via email, but please allow a 48-hour response time for replies. If you have not heard from me within 48 hours, please email me again. I will also host regular online office hours throughout the semester or will 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 option in the main menu, and (c) go to the Literacy Program Advising 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>	
<u>Grade</u>	<u>Range</u>
A	= 94 – 100%
A-	= 90 – 93%
B+	= 85 – 89%
B	= 80 – 84%
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 the next course in the instructional sequence.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-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 <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 VIAhelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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/students/>.

Class Schedule

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

Wolsey et al. = *Assessment Literacy: An Educator’s Guide to Understanding Assessment, K-12*

Brown & L’Allier = *No More Random Acts of Literacy Coaching*

<u>Date</u>	<u>Topic/Essential Question</u>	<u>Readings</u>	<u>Assignments Due</u>
Module 1 Aug. 23 – 29	Course Overview What is the purpose of assessment?	– Wolsey et al., Ch. 1 – Afflerbach, 2016 – ILA Literacy Leadership Brief on Literacy Assessment, 2017	– Module 1 activities
Module 2 Aug. 30 – Sept. 5	What are effective assessment practices?	– Wolsey et al., Ch. 2, 3, & 6 – Afflerbach et al., 2019	– Module 2 activities
Aug. 31	LAST DAY TO ADD CLASSES		
Module 3 Sept. 7 – 12	How are assessment and instruction connected?	– Wolsey et al., Ch. 4 & 5 – Chappuis, 2014 – ILA Literacy Leadership Brief on Using Data for Instructional Decision Making, 2018 – Roskos & Neuman, 2012	– Module 3 activities – Submit signed administrator permission letter
Sept. 8	LAST DAY TO DROP CLASSES WITH 100% TUITION REFUND		
Module 4 Sept. 13 – 19	How do we interpret and share assessment data?	– Wolsey et al., Ch. 7, 8, 9 – Mandinach & Gummer, 2016 – ILA Literacy Leadership Brief on Making Sense of Elementary School Reading Scores, 2020 – ILA Literacy Leadership Brief on Standardized Reading Tests, 2017 – relevant accreditation and accountability information for your state (see links on Bb)	– Module 4 activities

<u>Date</u>	<u>Topic/Essential Question</u>	<u>Readings</u>	<u>Assignments Due</u>
Sept. 15	LAST DAY TO DROP CLASSES WITH 50% TUITION REFUND		
Module 5 Sept. 20 – 26	How do we interpret and share assessment data? (cont.)	– School Quality Profile	– School Data Analysis: Presentation & Paper
Module 6 Sept. 27 – Oct. 3	How can we use school-level data to improve instruction?	– Shearer et al., 2019 – Stahl & McKenna, 2013	– Module 6 activities
Sept. 28	LAST DAY TO WITHDRAW FROM CLASSES (NO REFUND)		
Module 7 Oct. 4 – 10	How can we use school-level data to improve instruction? (cont.)	– none	– Needs Assessment
Module 8 Oct. 11 – 17	How can we use classroom-level data to improve instruction?	– Allington, 2011 – Spear-Swerling, 2015 – Watts-Taffe et al., 2012	– Module 8 activities – Classroom Introduction Video
Module 9 Oct. 18 – 24	How do we use assessment data to plan effective, explicit literacy instruction?	– Fisher & Frey, 2020 – Griffith & Lacina, 2017 – Schutz & Rainey, 2019 – Webb et al., 2019	– Module 9 activities – Classroom Data Spreadsheet Draft
Module 10 Oct. 25 – 31	What is a literacy coach? How does a coach support teachers' data analysis?	– Brown & L'Allier, sections 1 & 2 – L'Allier et al., 2010 – Showers & Joyce, 1996	– Module 10 activities – Coaching Conversation 1
Module 11 Nov. 1 – 7	How does a coach lead a coaching conversation?	– Brown & L'Allier, section 3 – Bates, 2018 – Peterson et al, 2009 – Yopp et al., 2011	– Module 11 activities – revised Classroom Data Spreadsheet – Reflection Annotations for Coaching Conversation 1 – Lesson 1 Draft (to peer coach & instructor)
Module 12 Nov. 8 – 14	How does a coach support teachers' instruction?	– Fountas & Pinnell, 2021 – Jewett & MacPhee, 2012 – Knight, 2011	– Lesson 1 Video & Final Plan – Coaching Conversation 2

<u>Date</u>	<u>Topic/Essential Question</u>	<u>Readings</u>	<u>Assignments Due</u>
Module 13 Nov. 15 – 21	How does a coach support teachers' instruction? (cont.)	– none	<ul style="list-style-type: none"> – Reflection Annotations for Coaching Conversation 2 – Lesson 2 Video & Final Plan – Coaching Conversation 3
November 24 to 28 – Thanksgiving Recess – NO CLASS			
Module 14 Nov. 29 – Dec. 5	Finalizing the PBA	– none	<ul style="list-style-type: none"> – Reflection Annotations for Coaching Conversation 3 – PBA - Classroom Data Analysis and Instruction (Classroom Data Spreadsheet, 2 Lesson Plans, & Reflection Paper in VIA; videos & reflection annotations in GoReact)
Module 15 Dec. 6 – 12	What is your vision of your role as a future literacy leader?	<ul style="list-style-type: none"> – ILA Literacy Leadership Brief on Coaching for Change, 2018 – 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 – Psencik, 2015 	<ul style="list-style-type: none"> – Module 15 activities – Any Required or Optional Revisions for the PBA

Rubric for Performance-Based Assessment: Classroom Data Analysis and Instruction

ILA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
<p>2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.</p>	<p>Provides exemplary evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.</p>	<p>Provides satisfactory evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.</p>	<p>Provides partial evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.</p>	<p>Provides little or no evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.</p>
<p>2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.</p>	<p>Provides exemplary evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.</p>	<p>Provides satisfactory evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.</p>	<p>Provides partial evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.</p>	<p>Provides little or no evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.</p>
<p>3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.</p>	<p>Provides exemplary evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.</p>	<p>Provides satisfactory evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.</p>	<p>Provides partial evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.</p>	<p>Provides little or no evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.</p>

ILA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
<p>3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.</p>	<p>Provides exemplary evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.</p>	<p>Provides satisfactory evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.</p>	<p>Provides partial evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.</p>	<p>Provides little or no evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.</p>
<p>4.3 Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.</p>	<p>Provides exemplary evidence of creating an inclusive and affirming classroom environment by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.</p>	<p>Provides satisfactory evidence of creating an inclusive and affirming classroom environment by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.</p>	<p>Provides partial evidence of creating an inclusive and affirming classroom environment by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.</p>	<p>Provides little or no evidence of creating an inclusive and affirming classroom environment by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.</p>