George Mason University
College of Education and Human Development
Literacy Program

EDRD 682.DL1 – Creating Change through Data-Oriented Coaching
3 Credits, Spring, 2022

Faculty
Name: Allison Ward Parsons
Office Hours: By Appointment
Office Location: 1603 Thompson Hall, Fairfax Campus
Office Phone: 703-993-5257
Email Address: award12@gmu.edu

Prerequisites/Corequisites
Admission to the Literacy Coaching Graduate Certificate program

University Catalog Course Description
Explores supports and barriers to school change and improvement. Examines the importance and appropriate use of assessment within a comprehensive literacy program, including strategies for communicating assessment information to relevant stakeholders. Provides experiences with designing and leading professional learning experiences focused on analysis and appropriate uses of assessment data.
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 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 January 18.

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 Wednesday, and finish on Tuesday.
- 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 insure 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 factors that either promote or act as barriers to school change and improvement. (1.2, 1.3)
2. Analyze various types and formats of assessment to identify strengths and limitations, including alignment to curriculum and instructional goals. (3.1, 3.2)
3. Facilitate teachers' understanding of assessment and assessment tools along with their analysis of data sources to inform and enhance instructional decisions. (3.1, 3.2)
4. Explain assessment information to a variety of stakeholders. (3.4)
5. Design and lead professional learning experiences focused on analysis and appropriate uses of assessment data (e.g., team-level data meetings, individual data conversations) (3.3, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4)

Professional Standards (International Literacy Association**)**
Upon completion of this course, students will have met the following standards for Literacy Coach Candidates from the International Literacy Association's *Standards for the Preparation of Literacy Professionals 2017*:

1.2	Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community–school partnerships, collaboration, coaching, and leadership.
1.3	Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations for developing, implementing, and evaluating schoolwide comprehensive literacy instruction and curriculum, including that of disciplinary literacy, pre-K through grade 12.
3.1	Candidates foster teachers'/specialists' knowledge of assessment by articulating, explaining, and evaluating factors and contextual influences (e.g., culture, language, bias) of assessments within a comprehensive literacy and language system.
3.2	Candidates assist and collaborate with school leaders and teachers in the administration and interpretation of reliable and valid assessment data to inform classroom and schoolwide decisions, instruction, and interventions.
3.3	Candidates facilitate professional learning activities that incorporate focused analysis of assessment data and goal setting across grade levels, content areas, and school improvement initiatives.
3.4	Candidates routinely share and explain reports, in both written and oral form, to administrators, parents/guardians, teachers/specialists, and other stakeholders and advocate for effective literacy and language practices.
6.2	Candidates design, facilitate, and lead professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops), using collaborative data collection, analysis, and decision-making processes.
6.3	Candidates use their knowledge of adult learning and leadership to support teacher inquiry and reflectivity by using coaching tools and processes (e.g., modeling, problem solving, observation–feedback cycles, coteaching) in their work with individual and groups of teachers.

7.1 Candidates collaborate and coach individual and/or small groups of teachers in using assessment data to design, revise, implement, and evaluate literacy instruction. Settings may include candidate's own school, literacy clinic, other school, or community settings.

7.2 Candidates develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community–school partnerships.

7.3 Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coaches.

7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand coaching processes and tools, have literacy content and pedagogical knowledge, understand literacy assessment, and have coaching experiences.

Required Texts
Spaulding, D. T., & Smith, G. M. (2019). *What does your school data team sound like?: A framework to improve the conversation around data*. Corwin.

Additional readings will be made available on Blackboard and through GMU Library databases, including chapters from:

Guth, N. & Pratt-Fartro, T. (2010). *Literacy coaching to build adolescent learning: 5 pillars of practice.* Corwin.

Jay, A. B., & Strong, M. W. (2008). *A guide to literacy coaching: Helping teachers increase student achievement*. Corwin. (available online through Mason library)

Lipton L. & Wellman, B. (2012). *Got data? Now what? Creating and leading cultures of inquiry.* Solution Tree Press.

Stahl, K. A. D., & McKenna, M. C. (2012). *Reading assessment in an RTI framework*. Guilford Press.

Sweeney, D. (2010). *Student-centered coaching: A guide for K-8 coaches and principals.* Sage. (available online through Mason library)

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

Toll, C. A. (2005). *The literacy coach's survival guide: Essential questions and practical answers*. International Reading Association.

Toll, C. A. (2018). *Educational coaching: A partnership for problem solving*. ASCD.

Additional Resources

Bambrick-Santoyo, P. (2019). *Driven by data 2.0: A practical guide to improve instruction*. Jossey-Bass. (Available online via Mason Library)

Kise, J. A. G. (2017). *Differentiated coaching: A framework for helping educators change* (2nd ed.). Corwin

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 and/or Examinations** *(See Blackboard for specific guidelines and rubrics for all assignments.)*
  1. Participation (20%)
  Class participation includes multiple aspects of engagement in the course content, including: virtual individual, small group, and class discussions, response to readings, reflective journaling, and participation in critical friends groups in which you provide feedback and support to your classmates in regards to their coaching development. In addition, the completion of all readings assigned for the course is assumed. It is your responsibility to be prepared with insights, questions, comments, and concerns from the readings.

  Because a primary purpose of this course is to help you further develop your coaching skills, you will work with a peer to support his/her professional work. Thoughtful online coaching participation (via videos uploaded to Blackboard) is required for this course. First, you will upload a brief introduction to your school and your goals for your own professional learning for the semester. Then, across the semester, you will upload videos of the professional learning activities you carry out in your own school as part of the *Data-Focused Coaching Project* (see below). For each video, you will provide your peer with reflection/commentary/questions to guide his/her feedback on your facilitation of professional learning. Your participation also includes your timely and thoughtful online coaching feedback to your peer.

  2. School Assessment Audit (25%)
  Using the resources provided in the assigned reading from Stahl and McKenna (2012; class 3), you will conduct a School Assessment Audit. Through this audit, you will identify all of the literacy assessments administered throughout the year at your school. For each assessment, you will identify the constructs being tested, the purpose of the assessment (e.g., screening, diagnostic, progress monitoring, outcome), and the amount/type of professional learning that has been provided for teachers. You will also consider how well each assessment is aligned to the curriculum and instructional goals. Once you have completed your audit, you will analyze the data you have gathered, identifying any gaps in the assessment information along with any redundancies and providing overall strengths and limitations of your school's current assessment system. You will create a brief report summarizing your findings and providing recommendations for strengthening assessment at your school.

  3. Sorting Student Work Simulation (25%)
  To support your own planning and implementation of a data-focused coaching activity, you will complete a simulation in which you complete the protocol for sorting student work (from Sweeney & Harris, 2017, class 4). Using a set of student work gathered from a

classroom in your own school building, you will examine the set of class work, looking for trends connected to the students' learning target. You will then identify the most significant trend(s) which indicates a need for further instruction (either in a whole group or small group setting). You will identify the specific students from the set in need of further instruction and provide suggestions for instruction. You will then reflect on your own thinking process and how you might use this type of protocol in future coaching interactions.

4. Data-Focused Coaching Project (30%)
You will design a professional learning activity focused on analysis and/or the appropriate uses of assessment data to be implemented in your own school setting. You may choose to lead an individual data conversation with a single teacher or a team-level data meeting with a team of teachers. You must include at least one of the data-focused professional learning activities discussed in the class. Then, after making any needed revisions, you will conduct your planned data-focused professional learning activity in your own school setting. You will video your session and submit a short video clip to Blackboard. Both your coaching partner and instructor will provide feedback on your facilitation of data-focused professional learning. Finally, you will reflect on the data-focused professional learning session you led including how collaborative inquiry was supported as part of your session, and the professional learning outcomes for your teachers.

- **Other Requirements**
  Assignment Guidelines
  All assignments should be turned in by 11:59 p.m. on the date noted in the course schedule. Unless arrangements have been made with your instructor beforehand, 10% of the total points will be deducted from the assignment for *each* day the assignment is late. Assignments should follow APA (6th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). When submitting electronic files, please name the files using your first and last name and assignment title (ex: JOHN_DOE_ArticleCritique1.docx).

  Advising
  Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, graduation information, and program updates. To access it, (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. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

Grading Scale

A = 94 – 100%
A- = 90 – 93%
B+ = 87 – 89%
B   = 84 – 86%
B- = 80 – 83%
C   = 75 – 79%
F   = below 75%

Professional Dispositions

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

Class Schedule

Date	Topics	Readings & Assignments Due
Class 1 *Module opens Jan 19*	The Challenges of Change Coaches as Agents of Change The School Culture & Ongoing School Improvement: Enablers and Barriers	– Fullan et al. (2009). In M. Fullan (Ed.), *The challenge of change: Start school improvement now!* (3rd ed.) (pp. 9-20). Corwin. – Knight, J. (2009). Coaches as leaders of change. In M. Fullan (Ed.), *The challenge of change: Start school improvement now!* (3rd ed.) (pp. 105-133). Corwin. – Toll (2005) – Chs. 1 & 2 – Chenoweth, K. (2015). How do we get there from here? *Educational Leadership, 72*(5), 16-20. – Holcomb, E. (2013). What the right data can do. *Journal of Staff Development, 32*(2), 46-49. *Notes: Jan 20 is the last day to add course; Jan 24 is the last day to drop course with full tuition refund*
Class 2 *Module opens Jan 26*	Assessment & Data Literacy Assessment & the Role of the Coach ***Intro: Data-Focused Coaching Project Plan***	– Lipman & Wellman- Ch. 3 – Mandinach, E. B., & Gummer, E. S. (2016). Every teacher should succeed with data literacy. *Phi Delta Kappan, 97*(8), 47-49. – Jay & Strong - Ch. 9 – Dodman, S., Zuidema, E., & Kleiman, A. (2018, Nov.). Choose your own adventure: Action research for PD. *Educational Leadership,* 73-76.
Class 3 *Module opens Feb 2*	Conducting a School Assessment Audit *(See also Assignments folder)* Collaborative Inquiry Creating Data Teams	– Stahl & McKenna – Ch. 3 – Donohoo, J., & Katz, S. (2017). When teachers believe, students achieve: Collaborative inquiry builds teacher efficacy for better student outcomes. *The Learning Professional, 38*(6), 20-27.

Date	Topics	Readings & Assignments Due
		– Spaulding & Smith Ch 1-2 *Notes: Feb 6 is the last day to withdraw from course (no refund)*
Class 4 *Module opens Feb 9*	Removing the Fear from Data Analysis Data Analysis to Improve Teaching Sorting Student Work & The Gallery Walk *(See also Assignments folder)*	– Spaulding & Smith – Chs. 3 – 5 – McCafferty, A. S., & Beaudry, J. (2017). The gallery walk: Educators step up to build assessment literacy. *The Learning Professional, 38*(6), 48-53. – Sweeney & Harris – Ch. 7 – **DUE: Data-Focused Coaching Project Plan**
Class 5 *Module opens Feb 16*	Data-Driven Instructional Conversations	– Guth & Pratt-Fartro – Ch. 4 – Toll, C. A. (2016). A problem-solving model for literacy coaching practice. *The Reading Teacher, 70*(4), 413-421. doi:10.1002/trtr/1532 – Toll (2018) – Ch. 7 – **DUE: School Assessment Audit**
Class 6 *Module opens Feb 23*	Collecting Formative Data Ways of Examining Data	– Spaulding & Smith – Ch. 6-7 – Additional reading TBA – **DUE: Sorting Student Work Simulation**
Class 7 *Module opens Mar 2*	Sharing Assessment Information with Stakeholders Troubleshooting Data Discussions	– Spaulding & Smith – Chs. 8 & 9 – Lipman &. Wellman Ch 7 – **DUE: Data-Focused Coaching Project Reflection**
Mar 8	Wrapping Up	- **All Assignments Due** *Notes: March 21 is the first day of EDRD 683*

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

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see 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 VIA 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/.