

George Mason University
Graduate School of Education- College of Education and Human Development

Fall 2005 EDRD 634 001 (CRN 73743)
School-Based Leadership in Literacy- 3 Credits
Location: Robinson B120

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Course Description:

Prerequisites: EDRD 630, 631, 632, and 633; admission to the literacy emphasis or permission of the program coordinator. This course prepares the 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 school sites.

Course Outcomes:

EDRD 634 course outcomes are derived from the IRA Standards for Reading Professionals. During the course of the term students will:

- Use key instructional grouping options (individual, small group, whole-class, computer-based).
- Use a wide range of instructional practices, including technology-based practices that promote reading and/or writing across the curriculum.
- Use a wide range of curriculum materials in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds.
- Use assessment information to plan and revise effective instruction for all students.
- Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures, and linguistic backgrounds.
- Motivate learners to be life-long readers.
- Participate in, initiate, implement, and evaluate professional development programs.

Required Texts:

Vogt, M. & Shearer, B. A. (2003). *Reading specialists in the real world: A sociocultural view*. Boston: Allyn & Bacon.
ISBN: 0205342566

Chapters and articles available from the Internet and/or handed out in class.

Recommended Texts:

Bean, R. (2003). *The reading specialist: Leadership for the classroom, school and community*. The Guilford Press. ISBN: 1572309822

List of recommended articles based on discussion interests to be distributed in class/via email.

Students must have access to email and the internet, either at home, work or the GMU campus. GMU provides students with free email accounts which must be accessed for information sent from the university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing email.

Relationship of Course to Program Goals and Professional Organization

This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy professional development for teachers seeking a Virginia Reading Specialist License.

Nature of Course Delivery

The class will be structured around discussion and small group activities. It is critical for you to keep up with the readings and to participate in class. Instructor and student generated questions related to course readings and assignments/projects will often be the focus of group discussions. Be prepared to discuss the content of the required reading and its relation to your teaching experiences, course assignments and projects, and to ask questions for clarification, exploration, or to promote discussion.

General Requirements

1. Class attendance is both important and required. If, due to an emergency, you will be more than 15 minutes late or absent from class, you must contact the instructor via phone or email prior to class. Students with more than two lates/absences may drop a half letter grade or lose course credit due to missed participation in class discussions.
2. It is expected that assignments will be turned in on time (in accordance with the syllabus due date). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.
3. 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 keep up with the readings and to participate in class.
4. According to university policy, all beepers and cell phones should be turned off before class begins.

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Course Requirements

The requirements for EDRD 634 are focused on designing and implementing specific literacy professional development activities. Consequently the assignments focus on individual work to create, implement, and evaluate a variety of professional development experiences for teachers, administrators, and paraprofessionals.

| Assignments | Due Dates | Percent of Final Grade (Total -100%) |
|---|---|---|
| <i>Projects Memos and Class Participation</i> | Due by 12 noon on class session dates. On no class session dates, it is due by the following Monday at noon. See Syllabus descriptions and course schedule for details. Memo #1 Session 2 Memo #2 Session 3 Memo #3 Session 5 Memo #4 Session 8 Memo #5 Session 11 Optional memo Session 13 | Memos not individually graded. Participation and feedback essential to project development. Class Participation – 5% |
| <i>Individual Mentoring Project</i> | Mentee and topic - Session 2 Needs Assessment - Session 3 Individual Mentoring Action Plan - Session 6 Individual Mentoring Summary/Reflection - Session 14 | 30% |
| <i>Staff Development Series Project</i> | Part I: Web Quest due – Session 9 Part II: Teacher Study Plan-Session 14 Part III: Workshop and Presentation – Session 15 | 50% Total: Part I 15% Part II 15% Part III 20% |
| <i>Parent Newsletter/ Literacy-at-home Calendar Project</i> | Session 12 | 15 % |

Grading Scale: A= 93-100; A-= 90-92; B+ = 88-89; B = 80-87; C = 75-79

Assignment Descriptions

1. Projects Memos.

The purpose of these reflective/writing to learn assignments is to scaffold and chronicle your development of the course's main projects and to receive feedback on your questions and planning ideas in progress. Each varies in content and will be discussed in greater detail in the class prior to the due date. See the course schedule for a preview of the required memo topics, but know that you may write about your progress or questions that you have on any course projects in your memos. **Email the memo to the instructor no later than 12 noon on the due date when class session meets. When there is no class session on a memo due date, memos are due via email by the following Monday at noon.** (For ex. on Sept. 15th there is no class session, so Projects Memo #2 is due via email by 12 noon, Monday, Sept. 19th.) You are required to bring the collection of memos to class each week, and be prepared to share them in discussion with your classmates. Memos are not individually graded, but are an essential part of class participation and individual project development.

- **Class participation is worth 5% of your final grade.**

2. Individual Mentoring Project.

For the mentoring project you will need to work with one individual who is either a novice/beginning teacher or one who has expressed an interest in working on developing professionally in a specific area of literacy teaching. The individual you work with needs to be a past, current or potential professional colleague not a personal friend, neighbor, or relative. For the individual mentoring component you will need to conduct a needs assessment (see last page of syllabus), determine a topic that you will work on with your mentee (for example, guided reading, phonemic awareness, or comprehension strategies in content areas), develop an action plan for working with the individual, and write a summary reflection which describes your experiences and the goals that were accomplished through your individual mentoring. In order to be able to have a rich reflection on this experience, it is suggested that you plan to meet with your mentee over the course of several sessions this term, totaling between 8-10 working hours together. Use the template provided in class to format your Action Plan. Feedback will be given on the Action Plan. The Action Plan with comments should be referenced and included in the Summary/Reflection. A rubric will be used to evaluate the Individual Mentoring Summary/Reflection.

- **The individual mentoring project is worth 30% of your final grade.**
- **Memo # 1, the name and grade level/instructional context of your mentee and topic you will be working on is due Session 2.**
- **Memo #2, due Session 3, should be linked to the individual mentoring project needs assessment.**
- **The Individual Mentoring Action Plan is due Session 6. Follow Action Plan Template.**
- **The Individual Mentoring Summary/Reflection is due Session 14.**

3. Staff Development Series Project:

The three related components of this project are:

Part I. Web Quest

For this part of the project you will be designing a Web Quest that you can use as a resource for professional development. The purpose is to locate and develop a number of resources and place them on a Web Quest. The Web Quest can then be used to facilitate the literacy professional development of teachers and administrators. Specific procedures for "how" to design the Web Quest will be covered in class.

Your Web Quest will need to include resources for professional development in literacy in specific focus areas. These areas of focus are aligned with the IRA Standards for Reading Specialists and include: assessment, motivation, classroom resources and materials, and support for classroom teachers.

The Web Quest might ideally be developed around the topic that you and your mentee decide to address in the individual mentoring project. For example, if you and your mentee decide that guided reading in second grade is the area that you will be working on then guided reading would be the topic that guides the Web Quest and resources you place on the Web Quest. Subsequently, you would then address guided reading in each of the focus areas (assessment of guided reading; motivation and guided reading; guided reading classroom resources and materials; and professional support for classroom teachers in guided reading).

Specific criteria for what needs to be included in each focus area will be provided and discussed in class. We will also discuss specific links to websites that can be placed on the Web Quest. A rubric that is aligned with the IRA standards for reading professionals will be used to evaluate each of the focus areas on the Web Quest you develop.

Part II. Teacher Study Group Plan:

- At the beginning of EDRD 635 you will be facilitating the following activity in your school site:

Leadership Synopsis of a study group of teachers and paraprofessionals

This (2-3 session) study group meeting that you invite members to and facilitate is intended to impact your school environment regarding a specific literacy topic. Ideally, the topic should both be one that generates interest in your school community, and also relevant to your intended research project proposal area. You are to hand in a **Leadership Synopsis** of this meeting including an agenda, handouts, meeting notes, and a final analysis of your goals, leadership methods and what was achieved in your study group (from the EDRD 635 syllabus).

In this course, as the second section of your Staff Development Series Project you are to plan for this activity, which you will complete in EDRD 635. Please submit the materials listed below in an organized packet/folder:

- Overview, set of preliminary goals and an agenda for the first meeting of this study group
- Recruitment ideas including flyers, emails, etc to strategize how to get teachers and paraprofessionals motivated to join your study group
- A list of materials that you might use in your study group; use APA style to reference
- A set of discussion questions that correspond with the goals and materials you've selected

Part III Workshop Session:

Using the content and information you learn about in your mentoring project and from other sources (such as prior courses in your program or conferences you have attended), plan a one-hour large group workshop for colleagues in a school or other educational setting on a topic related to literacy. The topic of the staff development might ideally be related to the topic of your mentoring project.

Submit the materials (A-E) listed below in an *organized notebook*:

- Overview and purpose/goal statement for the staff development series: Overall, what do you want participants to learn from this series of staff development? How would you describe the target audience? Why do you think that this particular audience would benefit from this series?
- A detailed outline of the one-hour introductory workshop session, to include an introductory activity, learning activities, and closure (include estimated time for each phase).
- Five references that you used to create your workshop presentation and that you would recommend to others for further information. It is recommended that you make this in the format of a handout to be given at the presentation. Be sure to use APA format.

- D. All materials you plan to use in the workshop, including any handouts, transparencies, power point slides (copies are acceptable), materials for activities, and so forth.
- E. An anonymous evaluation form that you will distribute to participants and collect at the end of the workshop.

Workshop Presentation.

At our last class session you need to present an abbreviated form of your Staff Development Project Workshop Session. The presentation needs to be from 8-10 minutes (no more than 10 minutes – you will be timed) and overview each of the phases of your workshop. Evaluation criteria for the presentation will be provided in class.

The three-part Staff Development Series Project is worth a total of 50% of your final grade:

Part I, the Web Quest, is due via email or on disk Session 9 and worth 15% of your final grade.

Part II, the Teacher Study Group Plan is due Session 14 and worth 15% of your final grade.

Part III, the Workshop Session and presentation are due Session 15 and worth 20% of your final grade.

4. Parent Newsletter/ Literacy-at-home Calendar Project.

You may do either a parent newsletter or literacy at home calendar. The purpose of both projects is to provide ideas and strategies for parents to support their children's literacy development at home. Be sure that the contents of your newsletter/calendar are developmentally appropriate for the children in your class or targeted school population. The following must be included in either a parent newsletter or a literacy-at-home calendar:

- 2 or more community reading resources and programs
- At least 1 reading strategy for each of the following: comprehension, questioning, predicting, and summarizing and either oral reading or phonemic awareness. One strategy must be specifically designed for parents who have limited English proficiency.
- 2 or more strategies to support language development and/or emergent literacy (i.e. drawing, creative play, songs, drama, and movement)
- 2 or more websites or software programs that are grade-level appropriate
- A title which includes the grade level of your class (i.e. Ms. Wilson's Wonderful Third Grade Newsletter) or is focused on your school as a whole.

Be sure to include both text and graphics, and to explain strategies and activities in parent-friendly language. Attach the newsletter/literacy calendar checklist with your final product. Bring a copy of your newsletter or literacy at home calendar for each member of the class.

Option A: Parent newsletter: Create a 2-4 page parent newsletter

Option B: Literacy-at-home calendar: Create a 2 month calendar

The parent/family newsletter is worth 15% of your total grade and is due Session 12.

Tentative Course Schedule

This schedule may be changed at the discretion of the professor or as the needs of the students or the ASTL /Literacy Emphasis Program dictate.

| <i>Class</i> | <i>Date</i> | <i>Topic/Class Activity</i> | <i>Readings and Assignments due</i> |
|--------------|-------------|--|---|
| 1 | 9/1/05 | EDRD 634 and 635 Program Expectations Projects Review Part I - What Does A Reading Specialist Do? Literacy Histories In class review of the two previewed articles | Review syllabus (If possible, preview these two readings before the first class.) IRA Position Statement: Teaching All Children to Read: The Roles of the Reading Specialist. http://www.reading.org/resources/issues/positions_specialist.html Bean, R. M., Swan, A. L., & Knaub, R. (Feb. 2003). Reading specialists in schools with exemplary reading programs: Functional, versatile, and prepared. <i>The Reading Teacher</i> , 56(5), 436-445. Available through Proquest, use GMU Library E Journal Finder. (Go to: http://library.gmu.edu/ G number is required.), or see version attached to email. |
| 2 | 9/8/05 | Leading a Literacy Team Part II- What Does A Reading Specialist Do? : Drawing upon Readings and Experience In class review of readings | Vogt & Shearer: Chapter 1 & 2 Moving Forward: The Reading Specialist as Literacy Coach http://www.reading.org/publications/reading_today/samples/RTY-0506-moving.html Tatum, A. (2004). A road map for reading specialists entering schools without exemplary reading programs: Seven quick lessons. <i>The Reading Teacher</i> , 58(1), 28-39. Handed out in class. Projects Memo #1 due- Independently research tech resources for Web Quest and Newsletter/Calendar projects AND identify mentee by name, grade level and potential mentoring focus topic. |

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|---|-----------------------------|---|---|
| 3 | 9/15/05 No Class Session | <p>Independent Work on Readings & Mentoring</p> <p>Partner session- Meet to discuss readings and collaborate on planning the mentoring project and the Mentee Needs Assessment</p> | <p>Guth, N. & Pettengill, S. (2005). Planning and Collaborating with Teachers. http://www.reading.org/publications/bbv/books/bk579/abstracts/bk579-6-Guth.html</p> <p>IRA Position Statement: The Role and Qualifications of the Reading Coach in the United States. http://www.reading.org/resources/issues/positions_coach.html</p> <p>Projects Memo #2 due- Discuss Mentee Needs Assessment and Partner Session Issues (see p. 10). Collaboratively written minutes should describe your meeting. <u>Email one Projects Memo per pair to me at kwilliab@gmu.edu by 9/19 at noon.</u></p> |
| 4 | 9/22/05 | Supporting Teachers in Assessment and Literacy Intervention for All Students | <p>Vogt & Shearer: Chapter 3, 4 & 5</p> <p>IRA Position Statement: <i>The Role of Reading Instruction in Addressing the Overrepresentation of Minorities in Special Education</i>. Can be downloaded from: http://www.reading.org/resources/issues/positions_minorities.html</p> |
| 5 | 9/29/05 No Class Session | Instructor Office Hours/ Independent Work on Projects and Readings | Projects Memo #3 due – Include Web Quest topic and discuss structure and possible sites |
| 6 | 10/6/05 | Implementing Elementary and Adolescent Literacy Programs | <p>Vogt & Shearer: Chapters 7 & 8</p> <p>Individual Mentoring Action Plan due</p> |
| 7 | 10/13/05 | Planning School Wide Professional Development | <p>Vogt & Shearer: Chapter 10 & 11</p> <p>Richardson, V. & Anders, P. (2005). Professional Preparation and Development of Teachers in Literacy Instruction for Urban Settings http://www.reading.org/publications/bbv/books/bk543/abstracts/bk543-13-Richardson.html</p> <p>Cooper, E. & Jackson, Y. (2005). The Importance of Professional Development to Unlock the Potential of Students in Urban Settings: A Response to Virginia Richardson and Patricia Anders http://www.reading.org/publications/bbv/books/bk543/abstracts/bk543-14-Cooper.html</p> <p>Optional Reading- V&S: Chapter 9</p> |

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| 8 | 10/20/05 No Class Session | Individual Mentoring/Web Quest Work | Projects Memo #4: Describe the current status of each of the remaining projects. |
| 9 | 10/27/05 Mid-Term / No Class Session | Independent Work on Projects/ Instructor Mid-Term Office Hour Sessions (Sign up for individual appointments.) | Staff Development: Web Quest Project Due via email or on disk Optional: Start Reading Recommended Text and Articles |
| 10 | 11/3/05 | Working within Teacher Communities and Addressing Cultural Diversity Looking toward EDRD 635 : Teacher Research and Getting Ready for Leadership Synopsis Assignment | Raphael, T. et. al. (2001). Thinking for ourselves: Literacy learning in a diverse teacher inquiry network. Download at: http://www.reading.org/downloads/publications/journals/RT-54-6-Raphael.pdf Gonzalez, et. al.: Teacher research and funds of knowledge. Download free article from: http://repositories.cdlib.org/crede/ncrcds/educational/EPR06/ Choice of CASTL teachers' work: To be handed out in class |
| 11 | 11/10/05 | Attend Greater Washington Reading Council Conference @ Waterford Conference Center Directions: http://www.waterfordatfairoaks.com/three_DirsFO.htm | Register and seek info at: http://gwrc.net/ Projects memo #5 : Complete your conference attendance form and/or give update on the status of your literacy conference attendance requirements |
| 12 | 11/17/05 | Working with Families and Addressing Linguistic Diversity Share Newsletter/Calendar and Discussion of Recommended Text and Articles | Vogt & Shearer: Chapter 6 & 12 Optional: Finish Recommended Text and Articles Parent/Family Newsletter or Calendar Due |
| No Class 11/24/05 | | | |
| 13 | 12/1/05 No Class Session | Independent Work on Readings, Projects/ Mentoring | Optional project memo regarding status of projects can be turned in for feedback |
| 14 | 12/8/05 | Running with Leadership, Research and Advocacy Mentoring Project Reflection Sharing | Vogt & Shearer: Chapter 13 Individual Mentoring Summary & Reflection Due Staff Development Series: Teacher Study Group Plan Due |
| 15 | 12/15/05 | Staff Development Series Workshop Presentations Course Wrap Up and Evaluations | Staff Development Series: Workshop Session and Presentation Due |

Suggested Mentoring Needs Assessment Questions (Try to complete prior to Partner Session)

1. What do you consider your greatest strengths related to literacy learning?
2. What do you consider your greatest weakness related to literacy learning?
3. How do you currently assess your students in literacy/language arts?
4. How do you motivate reluctant readers and writers?
5. What are three professional resources that you have found helpful? (For example, magazines, websites, teaching resources)
6. How do you currently communicate with families about children's literacy learning?
7. What was the most recent literacy class you took? When _____ Where _____
8. What is the most recent professional development experience in literacy you have had?
9. What else do you want me to know about you as a literacy teacher?

Mentoring Issues to Discuss in your Partner Session (To take place during Week 3)

What do you do

- to set goals for your mentoring plan?
- to decide where to start?
- to determine your mentee's strengths and weaknesses?
- to determine your mentee's receptiveness (to new and/or unfamiliar ideas, strategies, practices)?
- if the mentee talks about practices/strategies that you know are incorrect?
- if you inadvertently provide incorrect or inaccurate information/
- to help the mentee understand what they can gain or learn from the experiences?
- to prioritize what content to cover?
- to determine whether you should focus on strategies or theory or both?
- to address issues/content you (as the mentor) are unfamiliar with?
- to evaluate the effectiveness of the mentoring experiences?