

George Mason University
College of Education & Human Development — Graduate School of Education
Advanced Studies in Teaching & Learning — Master of Education Program

EDRD 634, “School-Based Leadership in Literacy” (3 Credits)
Fall 2010

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Class meetings

Mondays, 4:30- 7:10 pm, Arlington campus Main Bldg: Rm 269. Individual and small group meeting times and/or discussion online may be required.

Course Overview

Course Description

EDRD 634 - School-Based Leadership in Literacy (3)

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.

Prerequisites

EDRD 630, 631, 632, and 633; admission to literacy emphasis or permission of program coordinator.

IRA/NCATE competencies addressed in this course

- IRA 4.3 Model reading and writing enthusiastically as valued life-long activities.
- IRA 5.1 Display positive dispositions related to reading and the teaching of reading.
- IRA 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
- IRA 5.4 Participate in, initiate, implement, and evaluate professional development programs

Virginia State Standards addressed in this course

- 6c: Demonstrate an understanding of the significance of cultural contexts upon language
- 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

Course Outcomes

Through our readings, discussions, and assignments, we will pursue the following goals:

- 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 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

NCATE/IRA Standards and Performance-Based Assessments

Throughout the literacy masters programs, students are required to satisfactorily complete one or more performance-based assessments (PBAs) in each course and are required to submit these to an electronic system entitled “TaskStream.” **Satisfactory completion of every PBA as well as posting to TaskStream is required before moving to the next course.** The Taskstream assessment system can be found at <https://www.taskstream.com/pub/>. Students are REQUIRED to submit the designated PBA to each course instructor so that the assignment can be evaluated when the assignment is due. Only assignments/PBAs posted to TaskStream will be assessed. No final grades for courses will be posted until ALL required PBAs are posted to TaskStream.

Virginia Reading Assessment for Reading Specialists (Test 002). Please note that taking this test is a program requirement, and achieving a passing score is a licensure requirement. *Students must scan their score sheet and it to Task Stream by the last session of EDRD 635.* Since after you take the test, it takes about 4 weeks to receive a score sheet, please plan to take this test either during EDRD 634 or in the first half of EDRD 635. Information on the test can be found at <http://www.va.nesinc.com/>. The test is given 6 times a year in a paper (non computer) format. Registration is about one month ahead of the test. http://www.va.nesinc.com/PDFs/VRA_02_TFworksheet.pdf

Graduation and Licensure

- Virginia Reading Assessment (you must have a passing score on this test before you apply for licensure). See <http://www.va.nesinc.com/> for more information.
- Meet with GMU Licensure Specialist Joanna Bosik (jbosik@gmu.edu). You will apply for your license *immediately* after you have completed the literacy coursework and master’s degree. If you wait until the following term you may have to pay a fee to re-activate your file.
- Review the GMU Registrar guidelines for graduation. You must file an “Intent To Graduate” form several months prior to the end of your certificate or master’s program. Note: Do NOT file for the certificate if you are going on for the master’s degree. See <http://registrar.gmu.edu/gif/index.html> for more information. Students may apply for January and May graduation at the beginning of our fall semester.

General Requirements

Readings and participation

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy leadership activities, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings; you will keep a reading log that includes both notes on and reactions to each reading. Class participation will influence your grade.

Class attendance

If, due to an emergency, you will not be in class, please contact me prior to class time by calling my cell phone (803.412.4700). You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

Assignments

All assignments should be turned in on the due date indicated in the schedule below via email attachment (by 4:30pm, whether or not you are in class that evening). All assignments must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

General

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I will be available for the 15 minutes following class, in my office by appointment, and by e-mail. I look forward to collaborating with each of you as you work toward your goals.

Electronic Access and Course Website

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. Our course website (still under development at <http://blackboard.gmu.edu/>) will include information and resources important to your successful completion of the course. These may include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We also may hold discussions via Blackboard.

University Policies and Services

Dispositions

Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. When you rely on someone else's work in an aspect of the performance of that task, you must give full credit in the proper, accepted form (APA, 5th or 6th edition). Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

GMU email accounts

Students must activate their GMU email accounts to receive important University information, including messages related to this class. 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.

Office of disability services

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

Other useful campus resources:

WRITING CENTER (available at all campuses and by email) (703) 993-1200;

<http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; <http://caps.gmu.edu>

Other university policies:

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.

Our Class Structure

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. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions related to literacy leadership activities
2. Discussions of the week's readings
3. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities
4. Presentations by class members of workshop components and leadership of article discussions

Required Texts

Vogt, M. E & Shearer, B. (2007). *Reading specialists and literacy coaches in the real world* (2nd ed.). Boston: Allyn and Bacon.

**The third edition of the book is now available and you may choose to use this one instead of the second edition. It has been extensively updated and would be a worthwhile purchase.

Additional readings will be made available on-line or on electronic reserve.

Course Requirements and Grading Scale

Class Participation (10 points)

Daily attendance and consistent, thoughtful participation will earn you the full 10 points for class participation. Each student is allowed one absence, no questions asked. For each session you are absent beyond this one session, 5 points will be deducted from your class participation points up to the total of 10 points. Attendance will be taken beginning on the first class session. Two tardies are equivalent to one absence, and missing 30% or more of our class sessions will result in automatic failure of the class.

Reading Reflection Logs (30 points; 3 points each)

For many of the assigned readings, you will write a reflection that is a maximum three typed pages. Include your overall impressions of the reading, a reference to something in the text (e.g., “on page 9, the authors state...”), a connection to something in your own experience, and at least one question that could be helpful to our class discussion. Bring the logs to class and email them to me by the evening on which they are due. You will share them in class and I will read them and make comments/notes. The reflection logs are meant to be informal but useful descriptions/reflections to help you keep track of and make sense of the reading for each class. Grading on the logs is based on completeness (following directions as noted) and being in class to participate in the discussion.

Discussion Leadership Group (DLG) Project (10 points)

Pairs of students will lead class discussions on each week’s reading. Each pair must write a two-page summary/critique of the information addressed in the week’s reading (with copies for all members of our class), and create notes and questions to lead a 30-minute group discussion. Use a discussion strategy that you and your peers might implement in their own school settings—with colleagues and/or students; provide a brief description of your discussion strategy with your summary/critique. In the discussion you will summarize the readings and lead others in discussing relevant concepts and practical implications. You can use visuals (such as PowerPoint) but not to provide information (this is not a lecture). For example, you could put instructions or discussion questions on a PowerPoint, but not lecture notes. We will form groups, determine dates, and discuss a more detailed assignment description in the first weeks of class.

Individual Mentoring Project (30 points)

******Course PBA -- must post to Task Stream as one document, once all parts are completed***

You will work with one individual (for at least 8 hours spread over at least 4 sessions) 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, relative, or member of the program. Following are the three main components of the mentoring project:

- a) 10 points of 30. **Mentoring needs assessment** – Use the questions in the syllabus (attached). Write up the answers to the questions and also a 2-3 page summary/analysis (double spaced). In the summary/analysis provide a brief overview of the teacher’s background, the teaching situation, and main needs that you will focus on in the mentoring.
- b) 10 points of 30. Develop an **Action Plan** for working with the individual. This will include a list of goals for the mentoring and a specific schedule of dates/times with bullets about what you expect to work on at each session. A chart is often useful for this purpose.
- c) 10 points of 30. **Summary/reflection**. Describe your experiences and the goals that were accomplished through your individual mentoring. Also reflect on the experience. What went well? What did you need to change/adapt along the way? What were some surprises? What would you do the same or differently next time? (About 3-4 double-spaced pages). You should give examples but do not use actual names of teachers; please use pseudonyms.

Professional Development Workshop Project (20 points)

Using the content and information you learn 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 another educational setting on a topic related to literacy. You can choose the topic for the professional development workshop. It may be related to the topic of your mentoring project.

- a) **Workshop Notebook:** Create an organized notebook for your one-hour workshop. The following materials should be included in the notebook:
 - 1) Overview and purpose/goal statement for the workshop in which you address the following questions: How would you describe the target audience? Why do you think that this particular audience would benefit from this workshop?
 - 2) Detailed outline of the one-hour workshop session: Be sure to include an introductory activity, learning activities, and closure; include estimated time for each phase.
 - 3) Five **annotated** references that you use to create your workshop presentation, which you would recommend to others for further information: Put this information into a handout to be given at the presentation; be sure to follow APA format.
 - 4) List of all materials/equipment you plan to use in the workshop, including any handouts, PowerPoint slides (copies are acceptable), materials for activities, and so forth.
 - 5) An anonymous evaluation form that you will distribute to participants and collect at the end of the workshop.
- b) **Workshop Presentation:** You will facilitate a 10-15 minute strategy snapshot for our entire class. Choose one strategy from your one-hour workshop plan to teach interactively to the group. Be sure to include any handouts or other materials that you need to facilitate this session. You will also share your evaluation form and gain feedback from the class on the questions you ask.

Assignments

Class participation:	10 points
Reading Logs:	30 points
Discussion Leadership Group:	10 points
*Individual Mentoring Project:	30 points
<u>Professional Development Workshop:</u>	<u>20 points</u>
Total:	100 points

Grading Scale

A+	=	99-100
A	=	94%-98%
A-	=	90%-93%
B+	=	88%-89%
B	=	80%-87%
C	=	75%-79

Resources

- Cochran-Smith, M., Lytle, S. L. (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25.
- Toll, C. (2005). *The literacy coach's survival guide: Essential questions and practical answers*. International Reading Association: www.reading.org/publications/bbv/books/bk565/
- Arhar, J., Holly, M. & Kasten, W. (2001). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Bell, J. (1993). *Doing your research project: A guide for first-time researchers in education and social science*. Buckingham, England: Open University Press.
- Burnaford, G., Fischer, F. & Hobson, D. (1996). *Teachers doing research: Practical possibilities*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Guth, N. & Pettengill, S. (2005). *Leading a successful reading program*. Newark, DE: International Reading Association.
- Hubbard, R. & Power, B. (1999). *Living the questions: A guide for teacher researchers*. NY: Stenhouse Publishers.
- Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.
- IRA. (2004). *Preparing reading professionals: A collection from the International Reading Association*. Newark, DE: International Reading Association.
- Macintyre, C. (2000). *The art of action research in the classroom*. London: David Fulton Publishers.
- McAndrew, D. (2005). *Literacy leadership: Six strategies for peopework*. Newark, DE: International Reading Association.
- McKenna, M. & Walpole, S. (2009) *The literacy coaching challenge*. New York: Guilford.
- Nieto, S. (2003). *What keeps teachers going?* New York: Teachers College Press.
- Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.
- Toll, C. (2005). *The literacy coach's survival guide: Essential questions and practical answers*. International Reading Association: www.reading.org/publications/bbv/books/bk565/
- Walpole, S. & McKenna, M. (2005). *The literacy coach's handbook: A guide to research-based practice*. New York: Guilford.

Teacher Research Websites

- http://gse.gmu.edu/research/tr/tr_action/ (GMU teacher research site)
- <http://www.accessexcellence.org/LC/TL/AR/> (teacher research site)
- <http://www.literacycoachingonline.org> (NCTE/IRA literacy coaching resource site)
- <http://www.teacherresearch.net/> (International teacher research site)

Professional Organizations

1. Greater Washington Reading Council: www.gwrc.net
2. Virginia State Reading Association: www.vsra.org
3. International Reading Association (IRA) (organization for educators/ and researchers) www.reading.org
4. National Reading Conference (NRC) (an international literacy research organization): www.nrconline.org
5. National Council of Teachers of English (NCTE): www.ncte.org

Tentative Schedule

Date	Topic	Assignment due	Reading
Aug 30	<ul style="list-style-type: none"> • Syllabus overview • Reflect on past program experiences • Practice interviewing skills • The role of the reading specialist 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
Sep 6	<ul style="list-style-type: none"> • No class: Labor Day 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • IRA Position Statement: <i>Teaching All Children to Read: The Roles of the Reading Specialist</i>. (ALSO an Appendix in Vogt & Shearer) http://www.reading.org/General/AboutIRA/PositionStatements/ReadingSpecialistPosition.aspx • IRA Position Statement: <i>The Role and Qualifications of the Reading Coach in the United States</i> http://www.reading.org/General/AboutIRA/PositionStatements/ReadingCoachPosition.aspx • Standards for Middle & HS Literacy Coaches http://www.reading.org/General/CurrentResearch/Standards/CoachingStandards.aspx • Explore and read 2 or 3 resources of your choice from the Literacy Coaching Online Library http://www.literacycoachingonline.org/library.html
Sep 13	<ul style="list-style-type: none"> • Historical context • Varied roles of literacy professionals 	<ul style="list-style-type: none"> • Reading Log #1 	<ul style="list-style-type: none"> • Vogt & Shearer, Ch. 1 • IRA readings (bring to class for discussion)
Sep 20	<ul style="list-style-type: none"> • Creating a literacy vision • School literacy plans 	<ul style="list-style-type: none"> • Mentee Needs Assessment and Mentoring Action Plan • Reading Log #2 • Discussion Leadership Group #1 	<ul style="list-style-type: none"> • Vogt & Shearer, Ch. 2-3 • Do's and Don'ts for Literacy Coaches (Bean & DeFord, LCC)
Sep 27	<ul style="list-style-type: none"> • Contexts, assessments, and adapting instruction 	<ul style="list-style-type: none"> • Mentee/school assessment summary • Reading Log #3 • Discussion Leadership Group #2 	<ul style="list-style-type: none"> • Vogt & Shearer, Ch. 4-5 **Risko & Walker-Dalhouse (2010) Assessments Inform Instr. **Fuchs & Fuchs (2009) RtI Intro **Johnston (2010) RtI Instructional Frame **Tomlinson (2005) Differentiation & Staff Development **Brozo (2009-10) RtI or Responsive Instruction & Adolescents

Oct 4	<ul style="list-style-type: none"> • Culture & language • Reading/literacy programs in elementary schools 	<ul style="list-style-type: none"> • Reading Log #4 • Discussion Leadership Group #3 	<ul style="list-style-type: none"> • Vogt & Shearer, Ch. 6-7 **Walpole & Blamey (2008) Elem. Lit Coaches/Dual Roles **Mokhtari, Thoma, Edwards (2009) Elem Data to Raise Ach.
*Oct 12 st TUES	<ul style="list-style-type: none"> • Reading/literacy programs in middle, and high schools 	<ul style="list-style-type: none"> • Reading Log #5 (In class) • Discussion Leadership Group #4 	<ul style="list-style-type: none"> • Vogt & Shearer, Ch. 8 • Review Standards for Middle & HS Literacy Coaches http://www.reading.org/General/CurrentResearch/Standards/CoachingStandards.aspx • Brozo & Hargis (2003). Reform to make HS reading more responsive
Oct 18	<ul style="list-style-type: none"> • Evaluating and selecting instructional & technological materials 	<ul style="list-style-type: none"> • Reading Log #6 • Discussion Leadership Group #5 	<ul style="list-style-type: none"> • Vogt & Shearer, Ch. 9 • Vacca, Vacca, & Mraz (2011). Ch 2 (e-reserves) **Research an instructional/ technological material currently in use in your school and compare/contrast with one you would like to adopt. Be prepared to discuss in class
Oct 25	<ul style="list-style-type: none"> • Serving as a literacy coach and providing professional development 	<ul style="list-style-type: none"> • Reading Log #7 • Discussion Leadership Group #6 	<ul style="list-style-type: none"> • Vogt & Shearer, Ch. 10-11 **Peterson, Taylor, Burnham, & Schock (2009). Reflective Coaching Conversations **Steckel (2009). Coaching in Urban Schools
Nov 1	<ul style="list-style-type: none"> • Coaching styles 	<ul style="list-style-type: none"> • Reading Log # 8 • Discussion Leadership Group #7 	<ul style="list-style-type: none"> • McKenna & Walpole (2008) chapter 1 (e-reserves) • Hasbrouck & Denton (2007) Student-focused coaching
Nov 8	<ul style="list-style-type: none"> • Working with families and adult literacy 	<ul style="list-style-type: none"> • Reading Log #9 • Discussion Leadership Group #8 	<ul style="list-style-type: none"> • Vogt & Shearer, Ch. 12 **Reading TBA
Nov 15	<ul style="list-style-type: none"> • Literacy leaders, researchers, advocates 	<ul style="list-style-type: none"> • Reading Log #10 • Discussion Leadership Group #9 	<ul style="list-style-type: none"> • Vogt & Shearer, Ch. 13 **Reading TBA
Nov 22	<ul style="list-style-type: none"> • No class: Individual conferences 	<ul style="list-style-type: none"> • Individual Mentoring Project Summary/Reflection 	<ul style="list-style-type: none"> • None
Nov 29	<ul style="list-style-type: none"> • TBA 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
Dec 6	<ul style="list-style-type: none"> • Professional Development Workshop Presentations 	<ul style="list-style-type: none"> • Professional Development Workshop Notebooks 	<ul style="list-style-type: none"> • None
Dec. 13	<ul style="list-style-type: none"> • Professional Development Workshop Presentations • Course evaluation 	<ul style="list-style-type: none"> • Professional Development Workshop Notebooks 	<ul style="list-style-type: none"> •

***EDRD 634, "School-Based Leadership in Literacy"
Individual Mentoring Project***

Mentoring Needs Assessment Core Questions

1. What do you consider your greatest strengths related to literacy instruction?
2. What challenges do you face related to literacy instruction?
3. What area(s) of literacy instruction are you most interested in learning more about? Why?
4. How do you currently assess your students in reading and writing?
5. How do you use this information to inform instruction?
6. How do you engage reluctant readers and writers?
7. What are three professional resources that you have found helpful? (For example, magazines, websites, teaching resources, reading specialist, literacy team, etc.).
8. What do you find most helpful about them?
9. How do you currently communicate with families about children's literacy learning?
10. What was the most recent literacy class you took?
 - Title of course
 - Date
 - Location
11. What is the most recent professional development experience in literacy you have had?
12. What did you like most about that experience? What did you like least about it?
13. What else do you want me to know about you as a literacy teacher?

***EDRD 634, "School-Based Leadership in Literacy"
Individual Mentoring Project***

Additional Mentoring Issues to Discuss in Class

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)
- To address concerns if the mentee talks about practices/strategies that you know are incorrect
- To provide correct information 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 experience