EDRD 634 – 001 "School-Based Leadership in Literacy" (3 Credits)

Spring 2011 (Fairfax 09 Cohort)

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Class meetings

Wednesdays, 4:30-7:20 pm, Enterprise 276

Course Overview

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

Course Description
Description: Prepares reading specialist as a school leader. Expands knowledge of literacy gained in prerequisite courses, and applies it to professional development work with teachers at their own site.

Additional Information
The requirements for EDRD 634 are focused on understanding the role of the reading specialist/literacy coach and designing and implementing specific literacy professional development activities.

This course addresses 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.

Please note that ASTL/Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure. (Also note that the grade of B- is not given). Incompletes must also be cleared before moving to any course for which the course is a prerequisite.

Standards
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

Performance Based Assessments
Students are required to satisfactorily complete one or more performance-based assessments (PBAs) in each ASTL/Literacy course and are required to submit these to an electronic system entitled "TaskStream." The Taskstream assessment system can be found at https://www.taskstream.com/pub/. In addition to posting, students may be asked to submit the designated PBA to their course instructor so that the assignment can be evaluated when the assignment is due. No final grades for courses will be posted until ALL required PBAs are posted to TaskStream.

Virginia Reading Assessment for Reading Specialists (Test 002*).*
Taking this test is a program requirement for students in the K-12 Reading Specialist Concentration, and achieving a passing score is a state licensure requirement for reading specialists. Students must scan their score sheet and post it to Task Stream by the last session of EDRD 635.

Timing: It is important to be alert to deadlines with regard to this test. For spring 2011 the test will be given in a paper-based format in March and in May. Registration (approximately $105.00) is about one month ahead unless you pay a late fee. Score reports after the test take about one month (they are mailed to the test taker). **We strongly recommend that students take the test in the *term before* they enter EDRD 635 so they have a score in plenty of time. On July 1, 2011 the test is being revised, re-normed and moved to a computer based format.**

Information on the test can be found at http://www.va.nesinc.com/.

There are study materials on the web, for example, see:
http://www.va.nesinc.com/PDFs/VRA_02_TFworksheet.pdf
Test date information: http://www.va.nesinc.com/VA7_testdates.asp

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.

REQUIRED TEXTS:

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

Vogt, M. E., & Shearer, B. (2011). *Reading specialists and literacy coaches in the real world (3rd Ed).* Boston: Pearson.

V. GEORGE MASON UNIVERSITY - COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

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General Requirements:
A. Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact the instructor via phone or email. Students with more than two absences may drop a letter grade or lose course credit.

B. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). All projects 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 evaluation for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty. 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.

C. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. The organizations of your papers (e.g. headings, organization, references, citations, etc.) should follow APA style. APA has a helpful website – http://www.apastyle.org/pubmanual.html. Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at http:/library.gmu.edu/resources/edu/. Also see the OWL website at Purdue University for samples.

D. 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 critical for you to keep up with 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 responses to

specific journal question (will be provided). Class participation will influence your grade.

E. 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 (blackboard) will include information and resources important to your successful completion of the course. These may include the course syllabus, an announcement page, notes or class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We also may hold occasional discussions via blackboard.

Course Requirements:

A. **Textbook Learning/Discussion Logs (20%). (See schedule in back of syllabus). For this assignment you will keep a notebook of writing related to each text chapter (10 total).** Th**e** journal will consist of brief writing assignments related to each of the assigned text chapters. These will be used during class discussions. They must be typed and turned in each week (hard copy). If for some reason you will be absent you must email to the instructor before the class to receive credit.

B. **Literature/Inquiry Circle Leadership/Participation (20%). Participate in and lead literature/inquiry circles related to the Guth and Pratt-Fartro book** *Literacy Coaching to Build Adolescent Learning: 5 Pillars of Practice.* **Groups** will create "literature circles" using roles or responsibilities as advocated by research (discussion leader, connector, illustrator, passage master, and "comprehension strategy user") that will guide the literature circle. Being prepared for discussion, actively listening, developing questions, and supporting responses with specific statements will be responsibilities of all group members. Leadership will rotate among the group. Evaluation will include observations and learner self-evaluation.

C. **Individual Mentoring Project (40%).** (**See end of Syllabus**) (Course PBA – must post to Taskstream – see schedule). Grade in course will not be posted until the document is available to the instructor on Taskstream.

D. **Professional Development Workshop Plan (20%). (See end of Syllabus).**

Grading Scale:
94-100points – A
90-93 points – A-
87-89 points – B+
80-86 points - B
74-79 – C
74 and below: F

Graduation and Licensure

- Reading Specialist License: you should apply for your license *immediately* after you have completed the literacy coursework and master's degree by contacting the GMU licensure specialist. If you wait until the following term you may have to pay a fee to re-activate your file. The specialist will provide forms to submit to your school district. If you are not teaching in a Virginia school division the specialist will submit forms to the state for you http://cehd.gmu.edu/teacher/instructions/. Licensure candidates must also show that they have passed the Virginia Reading Assessment for Reading Specialists and have completed 3 years of full time teaching under contract in a accredited school (see state regulations for complete information). Candidates also must hold a master's degree at the time of application.

- Graduation: 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 (if you do you will be locked out of your Core classes!)   See http://registrar.gmu.edu/gif/index.html for more information. Certificate candidates currently (1/2011) must fill out and submit a paper form after they file their intent to graduate while master's candidates complete the entire process online (instructions are at the website). Send to Jennifer Coratolo, fax 993-2082 or email jcoratol@gmu.edu. *** Remember – A GMU "certificate" is a designation on your transcript that you have completed a university certificate program – a state teaching license is different (see above).

- Ceremonies: All degree completers (full degrees only – not certificates) will receive information about the GMU graduation and CEHD convocation ceremonies (held 21 May 2011). Both events are held in the Patriot Center. At the CEHD convocation (in the afternoon) master's students are seated with their cohorts and walk across the stage (announced individually). All master's degree completers for fall 2010, spring 2011 and summer 2011 are encouraged to attend the May 2011 graduation and/or convocation.

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. Literacy Research Association (an international literacy research organization): www.nrconline.org
5. National Council of Teachers of English (NCTE): www.ncte.org

Upcoming Literacy Conferences
- ALER – Association of Literacy Educators and Researchers (national organization) deadline for proposals is Feb 15 (Richmond). Nov. 4-7 2010. www.aleronline.org; yearbook articles from 2010 conference are due Jan 20 (!)
- LRA – Literacy Researchers Association (national/international organization) deadline March 1. Yearbook deadline from 2010 conf is Feb 11. www.nrconline.org
- VSRA – Virginia State Reading Association - Roanoke from March 17 – 19, 2011 at the Hotel Roanoke. www.vsra.org
- IRA – International Reading Association (national/international organization) - Orlando May 8-11 www.reading.org
- GWRC – Greater Washington Reading Council (regional – great for networking locally) has a fall conference; is now advertising an FEA/FCPS conf - March 5 (Fairfax GMU campus). www.gwrc.net. Cost is $30 GMU students/faculty.

Schedule Spring 2011 (Subject to adjustment if need arises)

Date	Topic	Assignment due	Reading
Jan 26	• Syllabus overview • Reflect on past program experiences • KWL – what do we know/what do we need to learn?		• In class - Begin review of standards/position statements with group (See below, Feb 2) • In class- develop questions for interview with mentee. • In class- case study
Feb 2	Historical perspectives	*Reading Log 1: V/S Ch 1, p. 24/25, question 1 **or** question 3 (2-3 pages).	Vogt and Shearer, Chapter 1 Pick one of the following and orally share with the class (we will select in class – small groups): • IRA Position Statement: *Teaching All Children to Read: The Roles of the Reading Specialist.* (ALSO an Appendix in Vogt & Shearer) http://www.reading.org/General/AboutIRA/PositionStatements/ReadingSpecialistPosition.aspx • IRA Position Statement: *The Role and Qualifications of the Reading Coach in the United States* http://www.reading.org/General/AboutIRA/PositionStatements/ReadingCoachPosition.aspx • Standards for Middle & HS Literacy Coaches (this is very long - just skim the text) http://www.reading.org/General/CurrentResearch/Standards/CoachingStandards.aspx • Explore this site and select 1 resource to read from the Literacy Coaching Online Library http://www.literacycoachingonline.org/library.html
Feb 9	• Strategies for reading specialists/literacy coaches	*Select mentee by this date. (Instructor will ask for this information in class) *Reading Log 2 - V/S Ch 2: Page 53 complete #1.	• Vogt & Shearer, Ch. 2 • Guth & Pratt-Fartro – Ch 1 (Inquiry Group –see syllabus)
Feb 16	• Literacy Teams and Visions	*Reading Log 3 - V/S Ch 3: Pg. 70 #1 *Begin mentoring about this date – remember to bring you notebook to class each week.	• Guth & Pratt-Fartro – Ch 2 • Vogt & Shearer, Ch. 3
Feb 23	• School Needs Assessment and Plan	*Reading Log 4 – V/S Ch 4. Create 5 questions for a needs assessment survey that might be helpful to your school (we will share in class).	• Guth & Pratt-Fartro – Ch 3 (Lit Circle) • Vogt & Shearer, Ch. 4 • Reminder: regular registration date for March 26 VRA is Feb 25.

Mar 2	• Revisiting assessment	• Reading Log 5—V/S Ch 5: Describe assessment issues your school is facing. What changes would you like to see? (If you are not teaching refer to a school in which you previously worked) (2 pages)	• Vogt & Shearer, Ch. 5 • Guth & Pratt-Fartro – Ch 4
Mar 9	• Differentiating Instruction	• Reading Log 6 – V/S Ch 6: P. 114 "Thinking points" on lower half of page – do 1 & 3. In class we will discuss how you would help teachers learn to differentiate.	• Vogt & Shearer, Ch. 6 • Guth & Pratt-Fartro – Ch 5
Mar 16	• Panel Discussion – Fairfax Campus Room TBA.	VSRA Conference is March 17-19 – you can use this for your EDRD 635 assignment if you attend at least one full day. www.vsra.org (Roanoke)	No assignments due – review for the VRA if you have not taken it yet. (Spring test dates are March 26 and May 14). Study materials at ww.va.neesinc.com
Mar 23	• English Learners and Dialect Differences	Reading Log 7 – V/S Ch 7: After reading, discuss two ideas in the chapter that were new to you (2 pages).	• Vogt & Shearer, Ch. 7 • Guth & Pratt-Fartro – Ch 6
Mar 30	• Comprehensive Elementary Programs & Secondary Programs	• Reading Log 8 – V/S Ch 8 & 9: In your view, what are similarities and differences in the role of the Elementary and Secondary Reading Specialist/Lit Coach? (You can make a graphic organizer or write 2 pages).	• Vogt & Shearer, Ch 8 & 9 • Guth & Pratt-Fartro – Ch 7
Apr 6	• Selecting materials and technology for literacy programs	• Reading Log 9 – V/S Ch 10: p. 213 #3 (two pages).	• Vogt & Shearer, Ch. 10 • Guth & Pratt-Fartro – Ch 8
Apr 13	Professional Development and Advocacy • Regular registration date for May 14 VRA is April 15	• Reading Log 10 – V/S Ch 11 & 12: Use information in the chapters to fine-tune your workshop/study group plan • Mentoring report due	• Vogt & Shearer, Ch. 11 & 12
Apr 20	• Spring Break		
Apr 27	Presentations	Workshop/study group presentations and feedback by class.	• Share a 10 minute PowerPoint and receive feedback from peers (this is not a "strategy share" but sharing the overall workshop/study group plan. The class may be divided into groups depending on time available.

Mentoring Project

Individual Mentoring Project (40 points) (Course PBA)

For the mentoring project, 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 with whom you work will be a past, current or potential professional colleague—not a personal friend, neighbor, relative, or member of the program. Following are the four main components of the mentoring project:

Part A: 10 points of 40**. Introduction including the mentoring needs assessment** – Questions will be developed in class. Write up the answers to the questions and also a 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.

Part B: 10 points of 40. In the second session develop an **Action Plan** together with the teacher. 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.

Part C: 10 points out of 40 – Write a reflection within a few days after each session – about a page, typed –to include the following: Descriptive – what you did; analytical – how it went; reflective – what changes, if any, do you need to make in your direction or next meetings based on what occurred.

Part C: 10 points of 40. **End of Project Summary/Reflection**. Look back over your goals and weekly reflections and describe your experiences and the goals that were accomplished through your individual mentoring. Then 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 pages, double spaced). You should give examples but do not use names of teachers.

Assemble all of this as it is developing in an organized notebook that you bring to class each week. You will not turn in parts ahead of the due date but we will spend time in class with small groups sharing and providing mutual support in the process. Remember when you turn it all in you will be submitting it as one electronic document to Task Stream.

Workshop /Study Group Project

Professional Development Leadership Project Planning (20 points)—note that this will later be implemented during EDRD 635.

Description:
Plan a one-hour large group workshop OR a two-session small group "study group" (at least a half hour each) for colleagues in a school or another educational setting on a topic related to literacy. You can choose the topic for the professional development project based on the interests/needs of the teachers in your setting.

What you will turn in:
    a) An organized "notebook" on **a CD/DVD or flash drive**. **Please label each file with the appropriate number and title given in the list below.**

        The following materials must be included:
        1) **Overview:** Overview and purpose statement 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/study group?
        2) **Outline**: Very detailed outline of the session(s): Be sure to include an introductory activity, learning/discussion activities, and closure; include estimated time for each phase. Imagine that you are writing a lesson plan for professional development that someone else has to follow – use that level of detail.
        3) **References**: Five annotated references/resources that you would recommend to others for further information. Write a one-paragraph description of each. When you conduct the workshop you will provide this on a handout to teachers; be sure to follow APA format.
        4) **Materials**: List of all equipment/materials you plan to use.
        5) **Appendix**: A copy of handouts and PowerPoint slides you plan to use. (Create these – don't just describe them)
        6) **Evaluation**: An anonymous evaluation form that you will distribute to participants and collect at the end of the workshop.
        7) **Reflection**: A one-page reflection stating how you incorporated feedback from the instructor and your peers in your final plan. (See b, below).

    b) Present in class a succinct (10 minute) PowerPoint (or other electronic) overview of your plan as well as your evaluation form. Provide feedback to others (a form will be provided in class for this feedback). Make sure to show the class the time estimate for each part of your plan.

2010-1011 Test Dates for VCLA and VRA Paper-Based Testing (http://www.va.nesinc.com/)

VCLA paper-based testing is offered at six test administrations per program year. VRA paper-based testing is offered at five test administrations this program year. Refer to the following table for registration options and deadlines for each test administration.

Test Date	Regular Registration Deadline	Late Registration Deadline (additional fee applies)	Emergency Registration Deadline (additional fee applies)	Score Report Date (unofficial scores available at 5:00 p.m.)
September 25, 2010	August 27, 2010	September 3, 2010	September 21, 2010	October 22, 2010
November 6, 2010	October 8, 2010	October 15, 2010	November 2, 2010	December 3, 2010
January 22, 2011	December 27, 2010	January 3, 2011	January 18, 2011	February 18, 2011
March 26, 2011	February 25, 2011	March 4, 2011	March 22, 2011	April 22, 2011
May 14, 2011	April 15, 2011	April 22, 2011	May 10, 2011	June 10, 2011
July 16, 2011*	June 17, 2011	June 24, 2011	July 12, 2011	August 12, 2011

The deadline for submission of requests and all necessary documentation for alternative testing arrangements is the regular registration deadline. Because of space, staff, and time constraints, there can be no assurance that requests received after this deadline can be accommodated.

Internet Registration
All registration periods. To register on the Internet, your registration must be completed by 5:00 p.m. eastern time on the registration deadline for the period.

U.S. Mail Registration
Regular and late registration periods only. To register by mail during the regular registration period, your registration materials must be **postmarked** by the regular registration deadline. During the late registration period, your registration materials must be **received** by 5:00 p.m. eastern time on the late registration deadline.

Telephone Registration
Emergency registration period only. To register by telephone, call (866) 613-3292 or (413) 256-2888, 9:00 a.m.–5:00 p.m. eastern time, Monday–Friday, excluding the following holidays: September 6, 2010; January 17, 2011; and July 4, 2011. You must call by 5:00 p.m. eastern time on the emergency registration deadline.