

**George Mason University  
College of Education and Human Development  
Graduate School of Education  
Literacy Program**

EDRD 634.002: School-Based Leadership in Literacy  
3 Credits, Spring 2014  
4:30-7:10 Wednesdays, Fairfax Campus: West 1001

**PROFESSOR:**

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**COURSE DESCRIPTION:**

- A. Prerequisites/Corequisites:  
EDRD 630, 631, 632, and 633-637; admission to the Literacy emphasis or permission of the literacy program coordinator.
- B. University Catalog Course Description  
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 sites.
- C. Expanded Course Description  
Not Applicable

**LEARNER OUTCOMES:**

This course is designed to enable students to:

- Serve as a school leader in literacy
- Expand on their knowledge of literacy gained in prerequisite courses and apply it to professional development work with teachers at their own school sites.
- Design and implement specific literacy professional development activities.
- Work collaboratively to create, implement, and evaluate a variety of professional development experiences for teachers, administrators, and paraprofessionals.
- Understand and enact an advanced, research-based study of literacy professional development as necessary for teachers seeking a Virginia Reading Specialist License.

**PROFESSIONAL STANDARDS** (Standards for Reading Professionals):  
International Reading Association Standards (2010) addressed in this course:

1.1 Understand major theories and empirical research that describes the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and

components, including word recognition, language comprehension, strategic knowledge, and reading-writing connection.

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Virginia State Standards addressed in this course:

Standard 6: Leadership and Specialization.

6d. Demonstrate an understanding of varying degrees of learning disabilities

6h. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division

### **Additional Information: Required State Licensure Assessment**

Reading for Virginia Educators: Reading Specialist (RVE for Reading Specialists). Taking this test is a program requirement for students in the K-12 Reading Specialist Concentration, and achieving a passing score is a licensure requirement for reading specialists. *Students must scan their score sheet and upload it to Taskstream before finishing literacy coursework.* This is a new version of the test (changes take place July 1, 2011). If a student has taken it earlier the score on the old test will be accepted (Virginia Reading Assessment for Reading Specialists). Registration information for the RVE is: <http://www.va.nesinc.com/> available on the ETS Web site <http://www.ets.org/praxis/register>.

### *Graduation and Licensure*

- RVE (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 Travis Holder ([tholder@gmu.edu](mailto:tholder@gmu.edu)). You will apply for your licensure *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-active your file.
- Review in 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 May graduation at the beginning of the semester.

### **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. (2007). *Reading specialists and literacy coaches in the real world (3rd Ed)*. Boston: Allyn and Bacon.

Additional readings will be made available on Blackboard.

**Additional Resources:**

Guth, N., & Pettengill, S. (2005). *Leading a successful reading program*. Newark, DE: International Reading Association.

IRA (2004). *Preparing reading professionals: A collection from the International Reading Association*. Newark, DE: International Reading Association.

McAndrew, D. (2005). *Literacy leadership: Six strategies for peoplework*. 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, NY: Teachers College Press.

Sadder, M. & Nidus, G. (2009). *The literacy coach's game plan: Making teacher collaboration, student learning, and school improvement a reality*. Newark, DE: International Reading Association.

Toll, C. (2005). *The literacy coach's survival guide: Essential questions and practical answers*. International Reading Association: [www.reading.org/publications/bby/books/bk565/](http://www.reading.org/publications/bby/books/bk565/)

Walpole, S., & McKenna, M. (2012). *The literacy coach's handbook, second edition: A guide to research-based practice*. New York: Guilford.

Zwiers, J. & Crawford, S. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Maine: Stenhouse.

**Coaching Websites:**

<http://www.literacycoachingonline.org> (NCTE/IRA literacy coaching resource site)

**Professional Organizations:**

Greater Washington Reading Council: [www.gwrc.net](http://www.gwrc.net)

Virginia State Reading Association: [www.vsra.org](http://www.vsra.org)

International Reading Association (IRA) (organization for educators/and researchers) [www.reading.org](http://www.reading.org)

National Reading Conference (NRC) (an international literacy research organization) [www.nrconline.org](http://www.nrconline.org)

National Council of Teachers of English (NCTE): [www.ncte.org](http://www.ncte.org)

**COURSE ASSIGNMENTS AND EXAMINATIONS:**

**1. Assignment descriptions**

A. Class Attendance and Participation (10%) - Daily attendance and consistent, thoughtful participation will earn the full 10 points for class participation. For each session you are absent (unexcused), 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. Active participation is expected and will be evaluated each class session using the following rubric:

<b>Excellent (9-10)</b>	<b>Competent (7-8)</b>	<b>Minimal (5-6)</b>
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Regularly attends class and asks thoughtful questions and makes observations that indicate reflections and analysis appropriate to the topic. Participates actively in small group activities and class discussions. Clearly well prepared for class.	Regularly attends class and occasionally asks questions or makes observations that indicate reflections and analysis appropriate to the topic. Participates in small group activities and class discussions. Adequately prepared for class.	Misses more than three classes and rarely asks questions or makes comments that indicate familiarity with the topic. Minimal participation in small group activities and class discussions.
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*Academic Conversations* (15%)- Candidates will actively participate in academic conversations to discuss course readings and topics. Candidates will explore and use the five core skills of an academic conversation (elaborate and clarify, paraphrase, support ideas with examples, build on and challenge, and synthesize) to guide the discussions (Zwiers&Crawford, 2011).

The purpose of the academic conversations is to work in a small group to elaborate and clarify, paraphrase, support ideas with examples, build on and challenge, and synthesize the readings with prior readings and experiences (text connections). In addition to participation, each member will write a summary reflection on the process of using the academic conversations model, linking the experience to relevant theories and practices from course readings. Being prepared for discussion, actively listening, developing questions, and supporting responses with specific book statements will be the criteria for evaluation. Evaluation for participation and 4-page reflective paper is as follows:

<b>Excellent (9-10)</b>	<b>Competent (7-8)</b>	<b>Minimal (5-6)</b>
<p>Consistently prepared for discussion; actively listens to peers and regularly provides insightful feedback.</p> <p>Provides critical reflection that includes links to class discussions, reading and theoretical perspectives, roots of practices, views, and values.</p> <p>Written in a clear, succinct manner. Well organized with strong support for ideas; nearly error-free.</p>	<p>Mostly prepared for discussion; listens to peers and often provides feedback.</p> <p>Provides reflection that includes some links to class discussions, reading and theoretical perspectives, roots of practices, views, and values.</p> <p>Written in a mostly clear manner. Organization has minor flaws, but support for ideas is evident. Several errors.</p>	<p>Inconsistently prepared for discussion; listens to peers but does not offer consistent or insightful feedback.</p> <p>Provides more of a summary than a reflection; does not make strong connections to class discussions, reading and theoretical perspectives, roots of practices, views, and values.</p> <p>Written in an unclear manner. Organization is weak and ideas do not have sufficient support. Many errors.</p>

C. *Professional Development Mentoring Project* (50%).

**NCATE Assessment # 6**  
**Literacy Coaching Project**

**Performance Based Assessment for EDRD 634: School-Based Leadership in Literacy**

IRA Standards Addressed: 2 (Curriculum and Instruction), 4 (Diversity), 5 (Literate Environment) and 6 (Professional Learning and Leadership)

IRA Elements Reading Specialists/Literacy Coaches: 2.1, 4.1, 5.1, 5.2, 6.1, 6.2, and 6.3

*Please note that in rubrics, numbers and letters (e.g. 6.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches.*

## **Purpose**

**The purpose of this assignment is for candidates to develop proficiency as literacy coaches within a K-12 school setting. This project will include a mini-internship in the teacher's school or a field placement.**

## **Directions to Candidates**

**For this PBA, you will complete the Literacy Coaching Project as part of a mini-internship in your own school or a field placement, if you are not working in a school. You will also participate in university seminars at key points in the term, as well as small group meetings. You will have choices within this project, but everyone will be working toward the same standards, which are outlined on two rubrics. Note that EDRD 634 also includes assessment #7 (Diversity Website).**

### **Part I: Planning for Professional Leadership-**

1. **Reading:** You will complete reading assignments of research-based chapters and articles related to 3 overarching topics: 1. Principles of adult development, 2. Teacher professional development, 3. School culture and organizational change. As you read, consider how the information supports your understanding of these topics. You will need to use these articles to support and justify your plans for the Coaching Project. Additional readings that you have encountered in other courses or in your own professional reading may be included.
2. **Collaboration:** You will meet with the school's principal or other administrator and reading specialist (if there is one). Your goal in this meeting is to learn about the reading program at the school and the student population. Give the PBA Administration letter to the administrator (take 2 letters and bring back one signed with permission). Prepare questions in advance to clarify the professional development needs of the school. In addition, you may talk with individual teachers to get input into their perspectives on needs. \* Think about the work you did in EDRD 632 analyzing school data to help frame your questions and thinking about the needs of the school.
3. **Needs Assessment (Development & Analysis):** You will then (with the help of your seminar instructor and school personnel), **design** a needs assessment survey for the teachers at the school (related to professional development needs and interests at the school) and **collect and analyze** the results. Be sure to include questions related to diverse learners in your survey. For this you may use a paper or electronic format, with school permission.
4. **Needs Assessment (Sharing)** Prepare a brief PowerPoint (or similar technology) presentation summarizing the results of your needs assessment. You will share this with

a small group in class for feedback. In addition, share and discuss the results of this survey with a group of teachers at your school (this could be a grade level team or a literacy team). Include your school administrator and/or reading specialist, if possible. In your discussion, determine ideas for what topics would be most meaningful for your professional development plans.

5. Writing: **Write a brief proposal** for an overall professional development plan for the school for one complete school year (can include tables and bulleted descriptors). Incorporate your new understanding of adult/teacher development, ways school culture and other influences affect organizational change, effective literacy instructional practices, and the specific strengths and needs of the diverse learners at this school as you design your proposal. *Your proposal should include at least one study group for teachers that you will implement* (see Part II of this assignment). **Share** this with your school administrator and reading specialist and gain their suggestions and support.

## **Part II: Study Group Leadership and Mentoring-**

1. Design a study group for teachers in your school and meet with them for at least 3 sessions (45 minutes each) or the equivalent. There should be 4-6 teachers in the group.
  - (a) The group can study any literacy topic identified by the needs assessment, but be sure to include information and opportunity for discussion on themes in the Standards (see rubric below) that go across topics, including *appropriate use of resources* (including technology), *differentiation for diverse learners*, and *creating a literate environment*. For example, as you help the teachers learn comprehension strategies for teaching Science, you would also include discussion of themes that go across topics.
  - (b) Before beginning the study group, submit an overall plan to your instructor and gain approval to begin. Due Date: \_\_\_\_\_
  - (c) After each group meeting, write a reflection and create a detailed plan for the next meeting based on what occurred. Between sessions, ask teachers to try out some of the strategies they learned so that informal results can be discussed at the next session.  
**Videotape at least one session (cameras available from instructor) and incorporate viewing yourself “in action” in your reflection.**
  - (d) At the end of the 3 sessions, collect anonymous evaluations completed by the teachers and include this information in a final reflection.
2. Mentor at least one teacher in the group individually by attending his/her class and watching instruction (you can do this via video if it is not possible to attend due to your own teaching schedule). Ask to observe at a time when the teacher is implementing something learned in the study group. Discuss the lesson with the teacher beforehand (to get a sense of goals) and afterwards (**videotaped for your coaching growth and reflection**). Make recommendations related to improving literacy instruction (e.g., ideas for next times and/or additional resources).
3. At the end of all of your study group meetings, turn in your plans, session reflections, and an overall reflection on what you learned about being a literacy leader from your experience (what went well and what you would change next time). Also include a reflection on your individual mentoring experience. **Please make this into one document to submit to Taskstream.**

## D. Diversity Website (25%)

**NCATE Assessment # 7**  
Diversity Website

IRA Standards Addressed: 1 (Foundational Knowledge), 2 (Curriculum and Instruction) and 4 (Diversity)

IRA Elements Reading Specialists/Literacy Coaches: 1.1, 2.3, 4.1, and 4.2

*Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches*

Overview

This PBA enables the candidate to demonstrate their understanding of diverse learners and to use technology to share this understanding with others in and beyond their own school.

Directions to Candidates

In this assignment, you will develop, with other members of your class (3-4 per group), materials related to teaching reading and writing to the diverse populations in northern Virginia schools to share with other teachers. You will seek guidance from a technology expert at your school or the university to help you gain ideas and technical skills for sharing these through a technological medium (e.g., a website or a wiki).

Use the standards in the rubric below as a guide on what topics to cover (you may also include other topics).

1. Meet with your group and choose a technological medium and the topics you will cover.
2. Once you decide who will cover what topics, each person in your group must write **at least** 4 pages of research-based text to post (with citations – ideally links to other resources). Remember that you can use techniques such as scenarios and mini-cases as long as you keep the names of individuals and schools confidential. Your goal is to make the site as interesting, useful, and accurate as possible! You can cite, but not copy, other sources (though you can link to other reputable sites or to useful articles).
3. You must demonstrate your technology site to teachers both in your class and in your school and gain their ideas for its improvement. When finished, make it available to all teachers, administrators, and families at your school. Also makes a plan for continually updating your site.
4. For this project, you will turn in a link to the site and a *four-page description* of a) how you contributed to the project, b) the response of the teachers, and c) how you plan to use it in the future. Also submit a copy of the 4 pages you produced to post to the site (as noted above).

## 2. Assignment and examination weighting

### ***Assignments***

Class participation	10 percent
Academic Conversation Reflection	15 percent
*Professional Development Project	50 percent
*Diversity Website	25 percent
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Total:	100 percent

## 3. Grading Policies

Please note that Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (Please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 634 is a prerequisite for EDRD 635).

### *Grading Scale*

A= 94%-100%

A- = 90%-93%

B+= 87%-89%

B= 80%-86%

C= 75%-79%

## 4. Other expectations

### ***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 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 both notes on and reactions to readings. Class participation is a required component of your grade. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions related to literacy leadership activities
2. Discussion 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.

### ***Class attendance***

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. You are expected to email assignments regardless of 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 in the schedule below via paper copy OR email attachment (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment titles (ex: HARDY\_ProfDevProposal.docx). All assignments must be typed in 12-point Times New Roman font, and double-spaced with one—inch margins. 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 time frame. I will be available for the 15 minutes following class, by appointment, and by e-mail. I look forward to collaborating with each of you as you work towards your goals.

Our course website ([mymasonportal.gmu.edu](http://mymasonportal.gmu.edu)) will include information and resources important to your successful completion of the course. These will 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 will also hold discussions via Blackboard using a variety of electronic tools.

### ***Electronic Requirements***

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** that **must be accessed for** information sent from the university or the Graduate School of Education. Go to [http://mason.gmu.edu/](http://mason.gmu.edu) for information on accessing mail.

After introductory training, students will also be expected to access Blackboard prior to every class session to download agendas and other pertinent course documents. **Blackboard can be accessed by going to <http://mymasonportal.gmu.edu>**

### **TASKSTREAM REQUIREMENTS:**

Every student registered for any Literacy course with a required performance-based assessment is required to submit this assessment, Literacy Coaching Project and Diversity Website, to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Evaluation of the performance- based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the final grade as an Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

### **PROFESSIONAL DISPOSITIONS:**

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

### **CORE VALUES COMMITMENT:**

The College of Education & 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/>

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

**PROPOSED CLASS SCHEDULE:**

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

Week	Topics	Assignments DUE	Readings DUE
1. 1/21	Syllabus Overview  Reflect on past program experiences  The role of the reading specialist	Create diversity website groups & literature/inquiry circles	IRA Position Statement: <i>Teaching All Children to Read: The Roles of the Reading Specialist</i> (in class)  IRA Position Statement: <i>The Role and Qualifications of the Reading Coach in the United States</i> – (in class)
2. 1/28	Historical Perspectives – where are we going & where have we been?  Defining the Role of the Reading Specialist/ Reading Coach  What is a needs assessment?	Advanced Conversations: #1  <b>Principal permission for Literacy Coaching Project</b>  Workshop: Come prepared to draft your needs assessment	Vogt & Shearer Chapter 1 & 2 Guth-Partro Chapter 1 & 2  Standards for Middle & HS Literacy Coaches <a href="http://www.reading.org/Libraries/resources/597coaching_standards.pdf">http://www.reading.org/Libraries/resources/597coaching_standards.pdf</a>  Explore the Literacy Coaching Online Library <a href="http://www.literacycoachingonline.org/library.html">http://www.literacycoachingonline.org/library.html</a> Take brief notes on the topics you see from browsing the articles and come prepared to share and discuss.  Academic Conversations: Zweirs and Crawford (2009) <i>How to start academic conversations</i>  Revoicing: A Tool to Engage all Learners in Academic Conversations (2013) Ferris
3. 2/4	Creating a school wide vision  Developing a Needs Assessment	Academic Conversations: # 2  <b>Final Needs Assessment DUE in class</b> ; bring a copy for each member of your group.	Guth & Pratt- Fartro PART II (pp. 23-79)  Vogt & Shearer Chapters 3 & 4  Power & Boutilier (2009) <i>Fostering teacher learning: Reflection on leadership roles.</i> <a href="http://www.literacycoachingonline.org/briefs/fostering_teacher_learning.pdf">http://www.literacycoachingonline.org/briefs/fostering_teacher_learning.pdf</a>  Academic Conversations: explore the website <a href="http://www.jeffzwiers.org/">http://www.jeffzwiers.org/</a> Structuring the Talk (2011) by Frey and Fisher
4. 2/11	Characteristics of effective professional development:  Adult learning theories	Academic Conversations: #3  <b>Begin Needs Assessment analysis: Bring data to class</b>  Website check-in	McKenna & Walpole (2008). Chapter 3 from <i>The Literacy Coaching Challenge</i> .  Webster- Wright (2010). Reframing Professional Development Through Understanding Authentic Professional Learning  Desimone (2011). A Primer on Effective Professional Development.
5. 2/18	Planning to impact	Academic Conversations #	Vogt & Shearer Chapter 11

	student achievement Writing your PD Plan	4 School Needs Assessment Power Point DUE	Sailors & Price (2010). Professional Development that Supports the Teaching of Cognitive Reading.  Hanson (2011). The Life of a Literacy Coach.  Elish-Piper & Allier (2011). Examining the Relationship Between Literacy Coaches and Student Reading Gains in Grades K-3.
6. 2/25	Culture & Language  Reading/literacy programs in schools  Study groups & mentoring	Academic Conversations # 5  Ideas for study group  Website check-in	Vogt-Shearer Chapters 8 & 9  Walker-Dalhouse et.al (2010). Helping Diverse Struggling Readers Through Reflective Teaching and Coaching.  Walpole & Blamey (2008). Elementary Literacy Coaches/Dual Roles.
7. 3/4	Serving as a literacy coach and providing professional development	Final Academic Conversation: #6  <b>PD overall plan DUE</b>  Website check-in	Hunt & Handsfield (2013). The Emotional Landscapes of Literacy Coaching: Issue of Identity, Power, and Positioning.  Stover et.al (2011). Differentiated Coaching: Fostering Reflection with Teachers.  Peterson, Taylor, Burnham & Schock (2009). Reflective Coaching Conversations.  Hasbrouch & Denton (2007). Student-focused Coaching.
8. 3/11	<b>NO CLASS</b>	Academic Conversation Reflection DUE  Work on Study Group & Mentoring project	SPRING BREAK
9. 3/18	Individual Conferences	Diversity Website Workshop	Individual Choice as needed for project
10. 3/25	Coaching	Study Group Coaching – check in ( <b>Video due</b> )	<b>Video</b> of first study group to share with coaching partner
11. 4/1	Evaluating and selecting instructional & technological materials	Bring a current textbook used in your class or school	Vogt & Shearer Chapter 10  Vacca, Vacca, & Mraz Chapter 2 (e-reserves)
12. 4/8	Coaching for Change	Mentor Coaching - check in  <b>(Video due)</b>	<b>Video</b> of debriefing session to share with coaching partner.  Walpole, McKenna, & Morrill (2013), <i>Building and Rebuilding a Statewide Support system for Literacy Coaches</i>

			Explore and read one common resource (with your academic conversation group) of your choice and one individual resource from the Literacy Coaching Online Library <a href="http://www.literacycoachingonline.org/library.html">http://www.literacycoachingonline.org/library.html</a> Take notes and be prepared to share.
13. 4/15	Individual Conferences		
14. 4/22	Diversity website sharing		Be prepared to share your website with your peers for feedback.
15. 4/29	Study Group Project Debriefing Course evaluations	Study Group project DUE	
15 5/6		ALL WORK MUST BE UPLOADED TO TASKSTREAM	

**ASSESSMENT RUBRICS:**  
Rubrics for School-Based Leadership in Literacy

**1. Rubric for Part 1**

<b>Assignment Component</b>	<b>IRA Standards/ Elements</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Not Met (0)</b>
<b>Proposal</b>	<b>6.1 a</b> Use literature and research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Candidate demonstrates a sophisticated understanding of how the research connects to practice; proposal very clearly links appropriate research based theories and practice to the professional development plan; Proposal includes multiple and various references to each topic.	Candidate demonstrates a solid understanding of how the research connects to practice; proposal clearly links appropriate research based theories and practice to professional development plan; Proposal includes several references to each topic.	.Candidate demonstrates an emergent understanding of how the research connects to practice; proposal addresses research based theories and practice but links to the professional development plan need stronger development; Proposal includes some references to each topic	Candidate demonstrates a limited understanding of how the research connects to practice; proposal has few references to research based theories and practice and does not connect the research to the professional development plan; may be missing research in an area or have uneven support for each topic.
<b>Proposal</b>	<b>6.1c</b> Use the research base to assist in building an effective, school wide professional development program.	Candidate's work demonstrates a sophisticated ability to synthesize the research base; proposal very clearly links the research to the school wide professional development plan; professional development plan is very clearly articulated and strongly linked to best practices.	Candidate's work demonstrates a solid ability to synthesize the research base; proposal links the research to the school wide professional development plan; professional development plan is well articulated and linked to best practices.	Candidate's work demonstrates an emergent ability to synthesize the research base; proposal makes some links from the research to the school wide professional development plan; professional development is developed but may not have clear links to best practice.	Candidate's work demonstrates very limited or no ability to synthesize the research base; professional development plan is vague and link to best practice are mildly evident, if at all.
<b>Needs assessment; meeting with teachers and administrators</b>	<b>6.1b</b> Use knowledge of students and teachers to build effective professional development programs.	Candidate's work demonstrates a sophisticated knowledge of students and teachers for building an effective professional development program; needs assessment is well-developed, questions are	Candidate's work demonstrates a solid knowledge of students and teachers for building an effective professional development program; needs assessment is developed and mostly relevant and informative;	Candidate's work demonstrates an emergent knowledge of students and teachers for building an effective professional development program; needs assessment may need greater development; some questions may need	Candidate's work demonstrates very limited or no knowledge of students and teachers for building an effective professional development program; needs assessment is weak and needs greater development; many

		relevant and informative; professional development plans are very clearly drawn from feedback from needs assessment and interactions with faculty.	professional development plans are drawn from feedback from needs assessment and interactions with faculty.	revision; somewhat informative; connections between needs assessment and professional development plans developing- needs greater clarity.	questions need revision; connections between needs assessment and professional development plans is weak or not apparent.
<b>Proposal</b>	<b>6.2a</b> Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Candidate's work demonstrates a sophisticated understanding of the connections among teacher dispositions, student learning and the involvement of parents, guardians, and the community; proposal very clearly links appropriate research based theories and practice to the professional development plan; Proposal includes multiple and various references to the topics.	Candidate's work demonstrates a solid understanding of the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. proposal clearly links appropriate research based theories and practice to professional development plan; Proposal includes several references to each topic.	Candidate's work demonstrates an emergent understanding of the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community; proposal addresses research based theories and practice but links to the professional development plan need stronger development; Proposal includes some references to each topic	Candidate's work demonstrates limited or no understanding of the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community; references to research based theories and practice and does not connect the research to the professional development plan; may be missing research in an area or have uneven support for each topic.
<b>Needs assessment; Small group meetings with colleagues and administrators</b>	<b>2.1</b> Works with teachers and others to use foundational knowledge to design or implement an integrated comprehensive and balanced curriculum.	<b>2.1d</b> Candidate shows very strong evidence of successfully working with others in the school site to analyze school literacy needs and plan professional development with excellent success.	<b>2.1d</b> Candidate shows adequate evidence of working with others in the school site to analyze school literacy needs and plan professional development with good success.	<b>2.1d</b> Candidate shows some evidence of working with others in the school site to analyze school literacy needs and plan professional development with some success.	<b>2.1d</b> Candidate shows limited evidence of working with others in the school site to analyze school literacy needs and plan professional development or works with very limited success.

**ASSESSMENT RUBRICS:**  
Rubrics for School-Based Leadership in Literacy

**2. Rubric for Part II: Study Group Leadership and Mentoring**

<b>Assignment Component</b>	<b>IRA Standards/ Elements</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Not Met (0)</b>
<b>Session plans, reflections,</b>	<b>5.1, 5.2</b> Help teachers to create a literate environment for learners that optimizes their use of texts, is low risk, and includes scaffolded support, choice, and motivation.	Candidate’s work demonstrates a sophisticated ability to help teachers to create a literate environment for learners that optimizes their use of texts, is low risk, and includes scaffolded support, choice, and motivation.	Candidate’s work demonstrates solid ability to help teachers to create a literate environment for learners that optimizes their use of texts, is low risk, and includes scaffolded support, choice, and motivation.	Candidate’s work demonstrates an emergent ability to help teachers to create a literate environment for learners that optimizes their use of texts, is low risk, and includes scaffolded support, choice, and motivation.	Candidate’s work demonstrates limited or no ability to help teachers to create a literate environment for learners that optimizes their use of texts, is low risk, and includes scaffolded support, choice, and motivation.
Teacher evaluations; session plans, reflections	<b>6.2d</b> Demonstrate effective interpersonal, communication, and leadership skills.	Candidate’s work demonstrates sophisticated interpersonal, communication, and leadership skills.	Candidate’s work demonstrates strong interpersonal, communication, and leadership skills.	Candidate’s work demonstrates emergent interpersonal, communication, and leadership skills.	Candidate’s work demonstrates very limited or no interpersonal, communication, and leadership skills.
<b>Session plans; mentoring reflection; meeting with administrators and literacy specialists</b>	<b>6.3a</b> Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Candidate’s work demonstrates very strong collaboration in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Candidate’s work demonstrates adequate collaboration in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Candidate’s work demonstrates limited collaboration in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Candidate’s work demonstrates very limited or no collaboration in planning, leading, and evaluating professional development activities for individuals and groups of teachers.
<b>Session plans</b>	<b>6.3c</b> Support teachers in their efforts to use technology in literacy and assessment and instruction.	Candidate demonstrates sophisticated support of teachers in their efforts to use technology in literacy assessment and instruction.	Candidate demonstrates adequate support of teachers in their efforts to use technology in literacy assessment and instruction.	Candidate demonstrates limited support of teachers in their efforts to use technology in literacy assessment and instruction.	Candidate demonstrates limited or no support of teachers in their efforts to use technology in literacy assessment and instruction.
<b>Session reflections and plans</b>	<b>4.1b</b> Assist teachers in developing reading and writing instruction that is responsive to diversity.	Candidate demonstrates very strong ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	Candidate demonstrates an adequate ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	Candidate demonstrates limited ability to assist teachers in developing reading and writing instruction that is responsive to diversity.	Candidate demonstrates very limited or no ability to assist teachers in developing reading and writing instruction that is responsive to diversity.

**ASSESSMENT RUBRICS:**  
Rubrics for School-Based Leadership in Literacy

**3. Rubric for Diversity Website**

<b>IRA Standards/ Elements</b>	<b>Exemplary (3)</b>	<b>Proficient (2)</b>	<b>Developing (1)</b>	<b>Not Met (0)</b>	<b>Score</b>
<b>1.1e</b> Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	Candidate’s work demonstrated a very strong ability to inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	Candidate’s work demonstrated a strong ability to inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	Candidate’s work demonstrated a limited ability to inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	Candidate’s work demonstrated a weak or non-existent ability to inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.	
<b>2.3</b> Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Candidate demonstrates sophisticated knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Candidate demonstrates solid knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Candidate demonstrates emergent knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Candidate demonstrates limited or no knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	
<b>4.1a</b> Demonstrate an understanding of the ways in which diversity influences the reading and	Candidate demonstrated a sophisticated understanding of the ways in which diversity influences the reading and	Candidate demonstrated a solid understanding of the ways in which diversity influences the reading and writing development	Candidate demonstrated a emergent understanding of the ways in which diversity influences the reading and	Candidate did not demonstrate limited or no understanding of the ways in which diversity influences the reading and writing development	

writing development of students, especially those who struggle with reading and writing.	writing development of students, especially those who struggle with reading and writing.	of students, especially those who struggle with reading and writing.	writing development of students, especially those who struggle with reading and writing.	of students, especially those who struggle with reading and writing.	
<b>4.1c</b> Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.	Candidate provided very strong assistance to teachers in understanding the relationship between first- and second-language acquisition and literacy development.	Candidate provided substantial assistance to teachers in understanding the relationship between first- and second-language acquisition and literacy development.	Candidate provided some assistance to teachers in understanding the relationship between first- and second-language acquisition and literacy development.	Candidate provided very limited or no assistance to teachers in understanding the relationship between first- and second-language acquisition and literacy development.	
<b>4.2b</b> Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Candidate provided very strong assistance in supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Candidate provided substantial assistance in supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Candidate provided some assistance in supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Candidate provided very limited or no assistance in supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	
<b>4.2e</b> Provide support and leadership to educators, parents, and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Candidate's work provided very strong support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Candidate's work provided substantial support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Candidate's work provided some support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	Candidate's work provided very limited or no support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	