

George Mason University
College of Education and Human Development
Division of Elementary, Literacy and Secondary Educations
Literacy Program Outreach: Mason Interactive Literacy Institute

EDPD 502.6R9: Early Literacy Professional Development
2 Credits, 2014-15

8:30-4:00 August 28 (TBA)
8:30-4:00 September 30 (Syphax 101/103)
8:30-4:00 October 13 (Mason Arlington campus)
8:30-4:00 March 3 (Syphax 101/103)

Instructor

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Teaching Assistant

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Course Description

This professional development course is designed to expand participants' knowledge of early literacy development and encourage application of strategies, theories, and research-based practices to diverse student populations and to professional development work with teachers at their own sites.

Learner Outcomes and Objectives

This course is designed to enable and encourage classroom teacher, specialist, and administrator participants to:

- Expand their knowledge of literacy and apply it to the needs of diverse student populations
- Analyze and interpret student learning data to make data-guided decisions regarding literacy instruction
- Design and implement specific literacy activities based on identified student needs and current research
- Work collaboratively in a variety of contexts to create, implement, and evaluate a variety of literacy instructional techniques and activities
- Select and implement specific active learning strategies to engage and involve diverse learners in literacy and other academic content

Required and Provided Texts

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2010). *Early intervention for reading difficulties: The interactive strategies approach*. New York, NY: Guilford.

Choose one during the first session for interactive book club:

Helman, L. (2012). *Literacy instruction in multicultural classrooms: Engaging English language learners in elementary school*. New York, NY: Teachers College Press.

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.

Johnston, P. H. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.

Additional readings will be made available via APS, in paper format and also electronically via Blackboard. See schedule for required readings. Because the professional development sessions will be structured around discussion and small group activities pertaining to early literacy activities, it is critical for you to keep up with readings and to participate in sessions. Please bring your articles and texts to each session for reference.

Course Expectations and Assignments

Session attendance

Attendance is both important and required. If, due to an emergency, you will not attend a session, 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. Participants are responsible for obtaining information given during session discussions despite attendance, and arrangements to make up the time and content must be made.

General

Please contact your instructor with questions and concerns about assignments, expectations, or class activities. Given a reasonable time frame, your instructor will clarify and lend assistance on projects and assignments. Your instructor will be available before and after class, by appointment, and by e-mail. We look forward to collaborating with each of you as you work towards your goals.

GMU Policies and Resources for Students

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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 SCHEDULE

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

Session One: August 28

Essential Question: Who are your students and how do you determine their literacy needs?

Key Topics:

- Course registration & syllabus overview
- Introductions & Community Building activity
- Synchrony of development & review of developmental literacy stages
- Characteristics of learners in each stage & supporting data
- Oral language development & comprehension

Refining Practice: Intersession

1. Read these articles and chapters after the session:

Scanlon, Anderson, & Sweeney text: read Part I, paying special attention to Table 2.2; also read Part II: Learning the Alphabetic Code, with emphasis on understanding which strategies and activities can be useful with your emergent and beginner readers.

Choose one article:

Flanigan, K. (2006). Daddy, where did the words go? How teachers can help emergent readers develop a concept of word in text. *Reading Improvement*, pp. 37-49.

Helman, L. & Burns, M. (2008). What does oral language have to do with it? Helping young English-language learners acquire a sight word vocabulary. *The Reading Teacher*, 62, 14-19. Doi: 10.1598/RT.62.1.2

2. Meet with Community of Practice (CoP)
 - Decide norms and expectations as a group; send to instructor with first reflection journal entry
 - Choose (guided by back-to-school student data), plan, & implement at least one strategy from Session 1 and Scanlon text Part II. Share results with CoP and determine next steps.
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Session Two: September 30

Essential Question: How do you match students with appropriate literacy instruction?

Key Topics:

- Discussions of readings and activities tried during intersession; share insights and reinforcements
- Fluency and Word Knowledge skills and strategies
- Comprehension and Vocabulary skills and strategies
- Motivation and Engagement
- Ongoing data collection, analysis, and application to instructional grouping and planning

Refining Practice: Intersession

1. Read these articles and chapters after the session

Scanlon, Anderson, & Sweeney text: read Part III, Word Knowledge, with emphasis on understanding which strategies and activities can be useful with your students across developmental stages.

Choose 1 article:

Amendum, Amendum, & Almond (2013). One day I kud not red a book bot naw I can: One English learner's progress. *The Reading Teacher*, 67, 59-69. doi:10.1002/TRTR.1183

Avalos, M. A., Plasencia, A., Chavez, C., & Rason, J. (2007). Modified guided reading: Gateway to English as a second language and literacy. *The Reading Teacher*, 61, 318-329.
Meet with Community of Practice and submit reflection journal 2 to instructor

Assignment: *Professional Development Mentoring Project- Part One* (also described on p. 3):
Select at least one activity and craft a specific plan to implement it with your students (small group or whole class). Include your processes and justifications. Videotape your instruction (the camera should be focused on you, not your students). View your video and reflect on the lesson, your instruction, and student outcomes. Share your lesson with your Community of Practice (CoP) for their feedback before the next PD session. Submit a 10-15 minute video clip of the lesson, your plans, and reflections to your instructor for coaching and feedback. Please use the Coaching Rubric at the end of the syllabus to guide your assignment. DUE: by Oct 13

Session Three: October 13 (Conference setting planned for George Mason Arlington campus)

Essential Question: How can you hone and refine your literacy instruction?

A detailed schedule will be provided. Participants will move between breakout sessions as a cohort.

General schedule:

- 8:30-9:00 Brief opening session to introduce guest instructors, format, logistics of building
- 9:00- 4:00 Breakout sessions on a variety of topics (led by guest instructors)
- 4:00-4:30 Panel discussion/whole group

Refining Practice: Intersession

1. Read these articles and chapters after the session:

Scanlon, Anderson, & Sweeney text: read Part IV, Meaning Construction, with emphasis on understanding which strategies and activities can be useful with your students across developmental stages

Choose one:

Bear, D. R., Negrete, S., & Cathey, S. (2012). Developmental literacy instruction with struggling readers across three stages. *New England Reading Association Journal*, 48, 1-9.

Laman, T. T., & Van Sluys, K. (2008). Being and becoming: Multilingual writers' practices. *Language Arts*, 85(4), 265-275.

Also read: Book club selection (complete the book and prepare 1-page reflection)

2. Ongoing meetings with Community of Practice; submit reflection journals by Oct 31, Nov 30, Jan 31

Session Four: February

Essential Question: How can I balance and integrate literacy instruction to meet all students' needs?

Key Topics:

- -Bookclub discussion
 - Connect with other readings and experiences since previous session
- -Reading disabilities: Dyslexia, specific reading disability, and comprehension issues
 - Skill progression and Scope & Sequence (second semester goals and requirements, matching strategies and activities with curric and students)
 - Midyear data updates and analysis
 - Dual-identified students: ESOL and Special Education
 - Planning for ongoing support within and between schools

Refining Practice: Intersession

1. Read these chapters after the session:

Scanlon, Anderson, & Sweeney text: read Part V: Implementing Intensified Instruction, with emphasis on understanding how to balance skills and strategies with assessment and grouping techniques.

2. Meet with Community of Practice and submit final reflection journal by Mar 20

3. Assignment: *Professional Development Mentoring Project- Part Two* (also described on p. 3): Select at least one activity and craft a specific plan to implement it with your students (small group or whole class). Include your processes and justifications. Videotape your instruction (the camera should be focused on you, not your students). View your video and reflect on the lesson, your instruction, and student outcomes. Share your lesson with your Community of Practice (CoP) for their feedback before the next PD session. Submit a 10-15 minute video clip of the lesson, your plans, and reflections to your instructor for coaching and feedback. Please use the blank Coaching Rubric at the end of the syllabus, as well as the coaching feedback you received for Part One to guide your assignment. DUE: by March 20

4. Assignment: Complete Teacher Beliefs survey (online) DUE: by March 20

Coaching and Feedback Rubric (for Professional Development Mentoring Project)

Teacher's Name _____ Instructor's Name _____ Assignment _____

Element	To Little Extent	To Great Extent	Comments
Introduction/Rationale (written)			
Instructional objective and all strategies are clearly defined and justified	1 2 3 4 5 6 7 8 9		
Student group clearly described and justified through data	1 2 3 4 5 6 7 8 9		
There is a clear match between data and students, materials, and strategy	1 2 3 4 5 6 7 8 9		
Lesson Plan (written)			
Instructional steps clearly described, including activation of prior knowledge, key vocabulary, guided release and assessment	1 2 3 4 5 6 7 8 9		
Instructional materials clearly described and justified	1 2 3 4 5 6 7 8 9		
Differentiation is clearly described and justified for diverse learners within target student group (e.g., ELLs and Special Education students)	1 2 3 4 5 6 7 8 9		
Implementation (video)			
The lesson follows major plan elements of preparation, delivery, and assessment, with adaptations noted in reflection	1 2 3 4 5 6 7 8 9		
Teacher's delivery is clear and articulate, with positive tone and affect	1 2 3 4 5 6 7 8 9		
Teacher's word choices are matched to students' understanding. Key vocabulary is contextualized and defined.	1 2 3 4 5 6 7 8 9		
Teacher's gestures are helpful/meaningful for conveying content	1 2 3 4 5 6 7 8 9		
Reflection (written)			
Reflection summarizes how chosen activities, resources and/or technologies guided students to use and apply lesson concepts	1 2 3 4 5 6 7 8 9		
Reflection summarizes adaptations made during the lesson	1 2 3 4 5 6 7 8 9		
Reflection summarizes students' progress towards skill mastery	1 2 3 4 5 6 7 8 9		
Reflection includes clearly described next steps for instruction and changes needed for future lessons	1 2 3 4 5 6 7 8 9		
Overall coaching comments and feedback: (field expands)			