

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
Literacy Program**

EDRD 634 6L8: School-Based Leadership in Literacy  
3 Credits, Spring 2016  
Mondays, 5:00-7:40 Woodburn Elementary School library

**PROFESSOR(S):**

Name: Thana L Vance

Office hours: By Appointment

Office location: Woodburn Elementary Library Conference Room

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**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

EDRD 630: Literacy Foundations and Instruction for Diverse Populations, Birth to Middle Childhood, EDRD 631: Literacy Foundations and Instruction for Diverse Populations, Adolescence to Adulthood, EDRD 632: Literacy Assessments and Interventions for Groups, and EDRD 633: Literacy Assessments and Interventions for Individuals, admission to literacy emphasis or permission of program coordinator.

**B. University Catalog Course 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.

**C. Expanded Course Description**

This is a hybrid course designed to prepare teachers becoming reading specialists in Virginia. Face to face classes will blend with synchronous and asynchronous online classes to structure the learning experience.

**NATURE OF COURSE DELIVERY: HYBRID**

This course uses a blended online and face-to-face seminar format based on discussion of class topics and readings as well as related experiences and assignments from your classroom-based practice. You are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Online and in-person activities will include small group discussions, blogging, video and live presentations, whole class sharing and discussion, and reflection. You will also engage in activities designed to encourage application of materials from the readings and discussions to the role of a reading specialist in Virginia.

**Face to Face** meetings: Tuesdays, 5:00- 7:40 pm, Woodburn Elementary School library.  
In-person class attendance is required on Jan 25, Feb 1, 8, 22, 29, Mar 7, 14, Apr 11, May 2.

**Synchronous** meetings: Tuesdays at 5:00. Synchronous online attendance is required on May 9. You are expected to log into Blackboard Collaborate and be prepared to begin class at 5:00. Additional time will be required to complete online modules. Please test your plug ins and computer equipment in advance in order to participate using Blackboard Collaborate.

**Asynchronous** Individual and small group meeting times and/or discussion online will be required on the following dates: Mar 28, Apr 4, 18, 25.  
Asynchronous classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Please note that each online module is planned to take approximately 5 hours over the assigned window (in addition to regularly assigned reading). You will be required to use Edthena and Blackboard to complete these class assignments. Please schedule your time accordingly.

#### **TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

#### **EXPECTATIONS:**

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

#### **LEARNER OUTCOMES or OBJECTIVES:**

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 (International Literacy Association, 2010 Standards for Reading Professionals):**

*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:

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

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

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

**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>.

### **REQUIRED TEXTS:**

There are no required texts for this course. An Edthena license must be purchased for the course. Your instructor will provide you with additional information.

#### Recommended 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. (2010). *Reading specialists and literacy coaches in the real world* (3rd Ed). Boston: Allyn and Bacon. \*\*This text is out of print, but copies are still available.

McKenna, M. & Walpole, S. (2009). *The literacy coaching challenge*. New York: Guilford.

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. (2014). *The literacy coach's survival guide: Essential questions and practical answers* (2<sup>nd</sup> ed.). Newark, DE: International Reading Association.

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

Bean, R. & Dagen, A. (2011). *Best Practices of Literacy Leaders: Keys to School Improvement*. New York, NY: Guilford Press.

#### 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 Literacy Association (ILA) (organization for educators/and researchers)

[www.reading.org](http://www.reading.org)

Literacy Research Association (LRA) <http://www.literacyresearchassociation.org>

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

**COURSE ASSIGNMENTS AND EXAMINATIONS:**

A. Class Attendance and Participation (10%) - Daily (in person and online) attendance and consistent, thoughtful participation will earn the full 10 points per day for class participation (total 150). 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).

For each session you are absent, 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 3 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>
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.

B. Edthena coaching participation (10%)- Thoughtful online coaching participation will earn the full points available. This includes your timely uploading and commentary/posed questions on your PD and mentoring videos for your peer coach. It also includes your timely and thoughtful coaching feedback to your partner. Please experiment with Edthena and your video recording/uploading options in advance of the first coaching due date in order to maintain a good peer coaching relationship throughout the assignment.

C. Professional Development Mentoring Project (50%). A detailed description follows, along with a rubric at the end of the syllabus. .

D. Diversity Website (30%). A detailed description follows, along with a rubric at the end of the syllabus.

## 2. Assignment and examination weighting

### *Assignments*

Class participation	10 percent
Edthena participation	10 percent
*Professional Development Project	50 percent
<u>*Diversity Website</u>	<u>30 percent</u>
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%

### **General Course Expectations:**

A. Class attendance (face to face and online) is both important and required. If, due to an emergency, you need to miss class, you must contact the instructor via phone or email in advance and make a plan for getting course material. Assignments are due on the day noted in the schedule, regardless of class attendance. More than two absences may result in a dropped letter grade or loss of course credit.

B. Electronic Requirements: You are required to purchase and use Edthena for video coaching interactions online. After introductory training, you will also be expected to access Blackboard prior to every class session and module to download readings and other pertinent course documents. Our online course sessions and modules will be hosted on Blackboard. We will use Collaborate for synchronous class appointments, which require audio capabilities of a speaker and microphone. A variety of Blackboard media will be used for asynchronous class meetings. Video capabilities are highly encouraged for Collaborate, and are required for Edthena use.

### **Blackboard can be accessed through**

**<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>**

C. It is expected that assignments will be turned in on time (the beginning of the class in which they are due, or the time stated in the schedule for online assignments). 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.

D. Graduate students must become familiar with APA (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. 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 organization 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/>. It is HIGHLY recommended that you purchase a copy of the APA manual since you are required to successfully use it throughout your program.

E. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities in person and online, it is critical for you to keep up with readings prior to the class on which they are due and to fully participate in class.

F. Students can expect turnaround time for assignments to be one week for written projects and papers, including course Performance Based Assessments (PBAs). For brief assignments such as online wikis, blogs, discussion forum posts, and journals, instructor turnaround time will be two to three days. Please allow 24 hours response time for email and phone replies during the week, and 48 hours response time during weekends and holidays.

G. Students are expected to use proper online etiquette at all times. This includes respect for all participants and careful wording of responses. Remember that your writing reflects your voice in this class, and your tone or demeanor cannot be inferred from your writing. Therefore, thoughtful, respectful, and reflective comments are critical to participation. For a helpful guide, please visit <http://www.albion.com/netiquette/corerules.html>

H. When online tools such as journals, wikis, or discussion boards are used, do not submit attached documents. Instead please post your responses directly online.

I. **Advising Information** is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard (b) click the *Organizations* tab in the top right corner, (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

## Selected Performance-Based Assessments (PBAs)

### NCATE Assessment # 6

#### Literacy Coaching Project

### EDRD 634: School-Based Leadership in Literacy

#### 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 (Getting Started): During the first month:

1. For the first seminars, you will have reading assignments of research-based chapters and articles related to principles of adult development and teacher professional development as well as school culture and organizational change. These will be discussed in class and will be important for you to consider as you move forward in this project.
2. You also will meet with the school's principal or other administrator and reading specialist (if there is one) to learn about the reading program at the school and student population, and to gain permission as well as ideas for this project.
3. You will then (with the help of your seminar instructor and the 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. Discuss the results of this survey with a group of teachers, such as your school team. Include your school administrator, if possible. In your discussion, get ideas for #4 (below).
4. After completing these steps, write a **5 page proposal** for an overall professional development plan for the school for the school year. In your proposal demonstrate your knowledge 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 diversity of learners at this school. Your plan 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. Your instructor will provide a letter introducing the project to your school administration.

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

1. Design a detailed 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.
  - c) After each group meeting, view your video and write a reflection based on your study group facilitation and your perceived coaching development. Upload a 10-15 minute clip of your study group video to Edthena. Share your video with your in-class peer coach and discuss (via Edthena comments) your ongoing coaching development and study group facilitation (one in-class coaching session will be videotaped for reflection). Create a detailed plan for the next meeting based on what occurred in the previous study group sessions and your peer coach's feedback. Between sessions, ask participating teachers to try out some of the strategies they learned so that informal results can be discussed at the next session. At the end of the 3 sessions, collect anonymous evaluations completed by the teachers and include this information in your final reflection.
2. Mentor at least one teacher in the group individually by attending their class and watching their 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 they are implementing something they learned in the study group. Discuss the lesson with the teacher beforehand (to get a sense of goals) and afterwards. Videotape the post-observation discussion and make recommendations related to improving literacy instruction (e.g., ideas for next time and/or additional resources). Remember that you are not an evaluator. Upload a 10-15 minute clip of your mentoring discussion with your teacher, then share with your peer coach for comments. Videotape your in-class coaching session and upload to Edthena for reflection.

At the end of all of your study group and mentoring meetings, turn in your plans, session reflections, and an overall reflection on what went well and what you would change next time. Also include a reflection on your observations and coaching development, including your role as a classmate's peer coach.

## **NCATE Assessment # 7**

### **Diversity Website**

#### **EDRD 634: School-Based Leadership in Literacy**

##### **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 (about 3 per group), materials related to teaching reading and writing to the diverse population 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). 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).

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 make a plan for continually updating your site.

For this project, you will turn in a link to the site and a four-page description of how you contributed to the project, the response of the teachers, and 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).

#### **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any Literacy Program course with a required performance-based assessment is required to submit these assessments, Literacy Coaching Project AND Diversity Website to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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 <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. 1/25	<p>Syllabus Overview</p> <p>Historical Perspectives: Where are we going &amp; where have we been?</p> <p>The role of the reading specialist</p> <p><b>Face to face class</b></p>	<p>Take free online personality test: <a href="http://www.truity.com/view/tests/personality-type">http://www.truity.com/view/tests/personality-type</a></p> <p>BRING 1-pg personal coaching statement (detailed emailed before class begins)</p> <p>In class: create diversity website groups (3-4 teachers total per group)</p>	<p>IRA Position Statement &amp; Research Brief in Support of: The Multiple Roles of School-Based Specialized Literacy Professionals <a href="http://www.literacyworldwide.org/about-us/where-we-stand">http://www.literacyworldwide.org/about-us/where-we-stand</a></p> <p>Explore the Literacy Coaching Online Library <a href="http://www.literacycoachingonline.org/library.html">http://www.literacycoachingonline.org/library.html</a></p>
2. 2/1	<p>Developing a needs assessment</p> <p><b>Face to face class</b></p>	<p>BRING: Principal permission for Literacy Coaching Project</p> <p>Workshop: Come prepared to draft your needs assessment</p>	<p>Vogt &amp; Shearer Chapter 11 (e-reserves)</p> <p>Academic Conversations: Zweirs and Crawford (2009) <i>How to start academic conversations</i></p>
3. 2/8	<p>Creating a school wide vision for literacy instruction</p> <p><b>Face to face class</b></p>	<p>Final Needs Assessment DUE in class; bring a copy for each member of your group.</p>	<p>Ch 4: Sadler &amp; Nidus (e-reserves)</p> <p>Power &amp; 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></p>
4. 2/9	<p>Characteristics of effective professional development:</p> <p>Adult learning theories</p> <p><b>Face to face class*</b></p>	<p>Needs Assessment analysis: Bring raw data to class</p> <p>Website check-in</p>	<p>Ch 4: Guth &amp; Pratt-Fartro (e-reserves)</p> <p>Webster- Wright (2010). <i>Reframing Professional Development Through Understanding Authentic Professional Learning</i></p> <p>Desimone (2011). <i>A Primer on Effective Professional Development.</i></p>
2/15	No Class	Building Closed	

5. 2/29	<p>Planning to impact student achievement</p> <p>Writing your PD plan</p> <p><b>Face to face class</b></p>	<p>School Needs Assessment Power Point DUE</p>	<p>Sailors &amp; Price (2010). Professional Development that Supports the Teaching of Cognitive Reading.</p> <p>Hanson (2011). The Life of a Literacy Coach.</p> <p>Elish-Piper &amp; L'Allier (2011). Examining the Relationship Between Literacy Coaches and Student Reading Gains in Grades K-3.</p>
6. 3/7	<p>Culture &amp; Language</p> <p>Reading/literacy programs in schools</p> <p>Study groups &amp; mentoring</p> <p><b>Face to face class</b></p>	<p>Generating ideas for teacher study groups</p> <p>Website check-in</p>	<p>Ch 7: Kise (e-reserves)</p> <p>Ch 3: Rodgers &amp; Rodgers (e-reserves)</p> <p>Walker-Dalhouse et.al (2010). Helping Diverse Struggling Readers Through Reflective Teaching and Coaching.</p> <p>Walpole &amp; Blamey (2008). Elementary Literacy Coaches/Dual Roles.</p>
7. 3/14	<p>Serving as a literacy coach and providing professional development</p> <p><b>Face to face class*</b></p>	<p><b>PD 5-page plan DUE</b></p> <p>Website check-in</p>	<p>Hunt &amp; Handsfield (2013). The Emotional Landscapes of Literacy Coaching: Issue of Identity, Power, and Positioning.</p> <p>Stover et.al (2011). Differentiated Coaching: Fostering Reflection with Teachers.</p> <p>Peterson, Taylor, Burnham &amp; Schock (2009). Reflective Coaching Conversations.</p> <p>Hasbrouch &amp; Denton (2007). Student-focused Coaching.</p>

8. 3/21	Peer coach work session  <b>Online class</b> <b>BLDG Closed</b>	Work on Study Group & Mentoring project <b>First study group plan DUE</b> <b>We will not meet this week.</b>  <b>You are responsible for maintaining Edthena video uploads/commentary and providing your partner with peer coaching comments</b> I am available for Individual Conferences as needed for project
9. 3/28	Study Groups (online)	Individual Conferences as needed for project  <b>Between 3/15- 4/12, conduct 3 study group sessions and 1 one-on-one mentoring session according to PBA instructions and your instructor-approved plan. As you complete each session, reflect on the content, process, and learning. Upload your video and annotate it for your peer-coaching partner. Discuss your session via Edthena. Revise your subsequent plans to better improve teacher PD outcomes. Repeat until all 3 SG and 1:1 sessions are completed.</b>
11. 4/4	Study Groups <b>Face to face class</b>	<b>Edthena peer coaching comments</b>  Individual Conferences as needed for projects  Bring a current literacy textbook or program used in your class or school Ch 9: Wepper et al. (e-reserves)  Vacca, Vacca, & Mraz Chapter 2 (e-reserves) <b>**In-class peer coaching (videotape and upload to Edthena)</b>
12. 4/11	Study Groups (online)	<b>Edthena peer coaching comments</b>  Individual Conferences as needed for project
13. 4/18	Study Groups & Mentoring (online)	<b>Edthena peer coaching comments</b>  Individual Conferences as needed for project
14. 4/25	Wrapping up Study Groups and One-on-one mentoring <b>Face to face class</b>	<b>**In-class peer coaching</b>  <b>All Edthena peer coaching comments due</b>
15. 5/2	Evaluating and selecting literacy instructional & technological materials.  Diversity website sharing  <b>Face to face class</b>	Be prepared to share your website with your peers for feedback.

16. 5/9	Bringing it together- final Q&A  <b>Synchronous Online class*</b>	Revised personal coaching statements (How have your perspectives expanded this semester?)  All PBA components (PD project and website) must be uploaded to TK20 by 5/3 at midnight.
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**ASSESSMENT RUBRIC(S):**

**PBA Rubric: Literacy Coaching Project Part 1: Needs assessment & proposal (NCATE 6)**

<b>ILA Standard/ Element</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Below Expectations (1)</b>	<b>Score</b>
<b>2.1</b> Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides exemplary evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides satisfactory evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides partial evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides little or no evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	
<b>6.1a</b> Use literature and research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides exemplary evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides satisfactory evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides partial evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides little or no evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	
<b>6.1b</b> Use knowledge of students and teachers to build effective professional	Provides exemplary evidence of using knowledge of students and teachers to build	Provides satisfactory evidence of using knowledge of students and teachers to build	Provides partial evidence of using knowledge of students and teachers to build effective	Provides little or no evidence of using knowledge of students and teachers to build effective	

development programs.	effective professional development programs.	effective professional development programs.	professional development programs.	professional development programs.	
<b>6.1c</b> Use the research base to assist in building an effective, schoolwide professional development program.	Provides exemplary evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.	Provides satisfactory evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.	Provides partial evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.	Provides little or no evidence of synthesizing the research base to assist in building an effective schoolwide professional development program.	
<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.	Provides exemplary evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides satisfactory evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides partial evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides little or no evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	

**Part 2: Study Groups and Individual Mentoring**

<b>IRA Standard/Element</b>	<b>Exceeds Expectations (3)</b>	<b>Meets Expectations (2)</b>	<b>Approaching Expectations (1)</b>	<b>Below Expectations (0)</b>	<b>Score</b>
<b>4.1b</b> Assist teachers in developing	Provides exemplary evidence of	Provides satisfactory evidence of	Provides partial evidence of	Provides little or no evidence of	

reading and writing instruction that is responsive to diversity.	assisting teachers in developing reading and writing instruction that is responsive to diversity.	assisting teachers in developing reading and writing instruction that is responsive to diversity.	assisting teachers in developing reading and writing instruction that is responsive to diversity.	assisting teachers in developing reading and writing instruction that is responsive to diversity.	
<b>5.1</b> Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides exemplary evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides satisfactory evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides partial evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides little or no evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	
<b>5.2</b> Design a social environment for learners that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities	

for learning to read and write.	for learning to read and write.	for learning to read and write.	for learning to read and write.	opportunities for learning to read and write.	
<b>6.2d</b> Demonstrate effective interpersonal, communication and leadership skills.	Provides exemplary evidence of effective interpersonal communication , and leadership skills.	Provides satisfactory evidence of effective interpersonal communication , and leadership skills.	Provides partial evidence of effective interpersonal communication , and leadership skills.	Provides little or no evidence of effective interpersonal communication, and leadership skills.	
<b>6.3a</b> Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides exemplary evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides satisfactory evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides partial evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides little or no evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	
<b>6.3c</b> Support teachers in their efforts to use technology in literacy and assessment and instruction.	Provides exemplary evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.	Provides satisfactory evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.	Provides partial evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.	Provides little or no evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.	

**PBA Rubric: Diversity Website (NCATE 7)**

<b>IRA Standard/ Element</b>	<b>Exceeds Expectations (3)</b>	<b>Meets Expectations (2)</b>	<b>Approaching Expectations (1)</b>	<b>Below Expectations (0)</b>	<b>Score</b>
<p><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.</p>	<p>Provides exemplary evidence of informing 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</p>	<p>Provides satisfactory evidence of informing 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</p>	<p>Provides partial evidence of informing 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</p>	<p>Provides little or no evidence of informing 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</p>	

	in their learning	in their learning	in their learning		
<b>2.3a</b> Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides exemplary evidence of knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides satisfactory evidence of knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides partial evidence of knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	Provides little or no evidence of 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 writing development of students, especially those who struggle with reading and writing.	Provides exemplary evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Provides satisfactory evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Provides partial evidence of understanding the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	Provides little or no evidence of understanding the ways in which diversity influences the reading and writing development 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	Provides exemplary evidence of assisting teachers in understanding the relationship between first-	Provides satisfactory evidence of assisting teachers in understanding the relationship between first-	Provides partial evidence of assisting teachers in understanding the relationship between first-	Provides little or no evidence of assisting teachers in understanding the relationship between first-	

literacy development.	and second-language acquisition and literacy development.	and second-language acquisition and literacy development.	and second-language acquisition and literacy development.	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.	Provides exemplary evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides satisfactory evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides partial evidence of supporting classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides little or no evidence of 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.	Provides exemplary evidence of providing 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	Provides satisfactory evidence of providing 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	Provides partial evidence of providing 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	Provides little or no evidence of providing 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.	

	literacy learning.	literacy learning	literacy learning.		
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