

George Mason University
College of Education and Human Development
Literacy Program

EDRD 635.6L8: School-Based Inquiry in Literacy
3 Credits, Summer 2017

Monday, Wednesday, 5:00-8:00 pm; Friday (asynchronous), Fairfax Campus, Robinson Hall, B204

Faculty

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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

EDRD 633: Literacy Assessments and Interventions for Individuals

EDRD 634: School-Based Leadership

EDRD 637: Supervised Literacy Practicum

University Catalog Course Description

Capstone course in literacy emphasis focusing on research-based inquiry related to literacy in school settings. Includes review of literature and teacher inquiry project. This is a required course for teachers seeking a Virginia Reading Specialist License, K-12.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a hybrid (2-75%) format, including face-to-face and online class meetings.

Face to Face meetings: Mondays &/or Wednesdays, 5:00-8:00 p.m., Fairfax Campus, Robinson Hall B204

In-person class attendance is required on: June 26, June 28, July 5, July 12, July 17, July 24, July 31, Aug. 7

Synchronous meetings: Mondays &/or Wednesdays, 5:00

Synchronous online attendance is required on: July 10, July 26, August 2. You are expected to log into Blackboard Collaborate Ultra and be prepared to begin class at 5:00. Please test your computer equipment in advance in order to participate using Blackboard Collaborate Ultra.

Asynchronous meetings: Asynchronous classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Asynchronous sessions will take place on: June 30, July 3, July 7, July 14, July 19, July 21, July 28, August 4, August 9, August 11

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.

- Online course sessions and modules will be hosted on Blackboard. We will use Collaborate Ultra for any synchronous class sessions, which require audio capabilities of a speaker and microphone. Video capabilities are also highly encouraged.
- 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.
- You 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>

Learner Outcomes or Objectives

This course is designed to enable students to:

- Identify specific areas of literacy interest; plan research steps for gaining information about their interest; and begin to carry out those plans and articulate the answers derived. (Annotated Bibliography; Literature Review)
- Read and analyze literacy studies related to their research interest and write an intelligent and coherent literature review. (Literature Review)
- Write an opinion article advocating for an approach or issue based on their research interest in literacy. (Op-Ed)
- Write a grant proposal to fund a project or materials to enhance her/his role as a literacy leader. (Grant Proposal)
- Make a formal presentation to their peers on a research plan and preliminary findings.

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

- 1.1 Understand major theories and empirical research that describe 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 connections.
- 1.2 Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.
- 1.3 Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
- 2.1 Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students.
- 6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
- 6.4 Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

Virginia Standards for Reading Specialist Programs addressed in the course:

- 6i. Demonstrate effective communication skills in working with a variety of groups, including parents,

teachers, administrators, community leaders, etc.

6j. Demonstrate knowledge of current research and exemplary practices in English/reading.

Required Texts

There are no required texts for this course beyond the articles listed on the syllabus and those required for assignments (all of which can be accessed through the GMU library).

Recommended Texts

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Zinsser, W. (2006). *On writing well, 30th anniversary edition: The classic guide to writing nonfiction*. New York, NY: HarperCollins.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments

1. Participation (15 points)

In person and online attendance and participation are required. This includes individual, small group, and class discussions, online meetings, online module assignments, and other assignments as deemed necessary during class. Participation involves several aspects: being fully prepared for class, completing work in a timely manner, offering critical insights to discussions, asking in-depth, thoughtful questions, and providing thoughtful, responsive feedback to your peers.

- Our course Blackboard site (<https://mymasonportal.gmu.edu>) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session to download readings and other pertinent course documents.
- The completion of all readings assigned for the course is assumed. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings.

Participation will be evaluated using the following rubric:

Criteria for Evaluation	Excellent 5 points	Satisfactory 4 points	Minimal 3 points	Unacceptable 0 points
Class Attendance	Missed no face-to-face or synchronous class sessions. AND Arrived late or left class early no more than 2 times.	Missed 1 face-to-face or synchronous class session. OR Arrived late or left class early 3-4 times.	Missed 2 face-to-face or synchronous class sessions. OR Arrived late or left class early 5-6 times.	Missed more than 2 face-to-face or synchronous class sessions. OR Arrived late or left class early more than 6 times.
Face-to-Face/Synchronous Class Participation	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. AND Actively participated in <i>all</i> small group activities and class discussions.	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. OR Actively participated in <i>most</i> small group activities and class discussions.	Rarely asked questions or made observations that indicated familiarity with the topic. OR Rarely actively participated in small group activities and class discussions.	Never asked questions or made observations that indicated familiarity with the topic. OR Never actively participated in small group activities and class discussions.
Critical Friend Participation	Provided thoughtful and timely feedback to critical friend for all tasks.	Provided feedback to critical friend for all tasks, but at times it was limited.	Provided feedback to critical friend for some, but not all, tasks.	Failed to provide feedback to critical friend.

2. Annotated Bibliography (10 points)

An annotated bibliography is a collection of source references about a specific topic. The goal of an annotated bibliography is to provide researchers interested in a specific problem or topic with information about a source's contents and usefulness. You will complete an annotated bibliography as a precursor to your literature review. A detailed description of this assignment and its rubric will be provided on Bb.

3. Performance-Based Assessment Part I: Literature Review (30 points)

Literacy specialists need to be knowledgeable of the current research in literacy. Choose a topic in the field of literacy that you think that needs to be developed in your school. Review the current (past 10-15 years), relevant (focused on your topic), peer-reviewed research on the topic. Also, review any seminal work and theoretical bases that would ground your topic in the research literature. Write a well-organized synthesis and critique of the research on the topic that captures what has been done and what needs to be done. Your review should conclude with a clear and insightful analysis of how your topic contributes to literacy success as well as how this knowledge can be used to address the needs of all learners. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

You must use peer-reviewed (scholarly) research articles. Do not use articles in state/local journals or practitioner-focused journals.

- Early Childhood Research Quarterly
- Journal of Early Childhood Literacy
- Journal of Literacy Research (formerly Journal of Reading Behavior)
- Language Arts
- Literacy Research & Instruction
- Reading Research Quarterly
- Reading and Writing Quarterly

4. Performance-Based Assessment Part II: Op-Ed (10 points)

Literacy specialists are well-educated professionals. Accordingly, they are in a position to advocate for the education profession. For this assignment, you are to write an opinion piece or a letter to policy makers based on the information that was developed in the literature review (Part I). The piece should include ideas for organizational change, professional development, or other recommendations to those who are in a position to effect change. The letter should be sent to the District Office, the School Board, or a local newspaper or journal. Evidence that the piece has been submitted is required for successful completion of Part II. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

The opinion piece should be about 500 – 750 words and should include the following characteristics: (a) is tightly focused on one issue; (b) the topic is presented clearly in the first paragraph; (c) the information is credible and well researched – based on the literature reviewed; (d) the issue is timely, can be controversial, but is not offensive; (e) the piece has a clear point of view; (f) the piece makes reference to other points of view, where applicable; (g) the piece concludes with a 'next steps' or a 'call to action' that suggest what can be done.

5. Performance-Based Assessment Part III: Grant Proposal (35 points)

Literacy specialists are in a position to procure funding to create, support, or develop literacy programs or instruction within the school. Based on the topic of the literature review conducted in Part I and the opinion piece in Part II, locate a small grant opportunity that addresses your school's needs and interests. You will write the proposal based upon the instructions for that particular grant and submit the grant within the grantor's deadline for submission. Your proposal should follow all of the guidelines suggested by the funding agency and include all of the

necessary permissions and attachments required to submit the grant application. Therefore, you must submit the grant proposal guidelines with your proposal. Evidence that the piece has been submitted is required for successful completion of Part III. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

Assignment	Points	Due Dates
Participation	15	ongoing
Literature Review Annotated Bibliography (10 points) Final Paper (30 points)	40	July 9 July 23
Op-Ed	10	July 28
Grant Proposal	35	August 11

Other Requirements

Class Attendance & Participation

Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade as noted above and more than two absences may result in a dropped letter grade or loss of course credit. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Assignment Guidelines

All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) by class time (or by the time noted in the schedule for asynchronous sessions) on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should follow APA (6th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic English writing format. Be sure to use APA format (6th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your last name and assignment titles (ex: SMITH_LessonPlan1.docx).

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will be available 15 minutes before and after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Please note, the course schedule may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

Advising

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, and (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.

Grading

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.

Grading Scale

A	= 94 – 100%
A-	= 90 – 93%
B+	= 87 – 89%
B	= 80 – 86%
C	= 75 – 79%
F	= below 75%

Professional Dispositions

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

Class Schedule

(F2F = meet face-to-face; SYNC = meet synchronously; ASYNC = activities completed asynchronously)

	<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments Due</u>
Week 1	Class 1: Mon., June 26 F2F	<ul style="list-style-type: none"> Course Overview Literacy Leaders: Roles in Policy & Advocacy Literature Review: <ul style="list-style-type: none"> Formulating a Research Question 	<ul style="list-style-type: none"> Read Flanigan, K. (2007). A concept of word in text. <i>Journal of Literacy Research</i>, 39(1), 37-70. doi:10.1080/10862960709336757 Read Hall, L. A. (2005). Teachers and content area reading: Attitudes, beliefs, and change. <i>Teaching and Teacher Education</i>, 21, 403-414. doi:10.1016/j.tate.2005.01.009
	Class 2: Wed., June 28 F2F	Literature Review: <ul style="list-style-type: none"> Finding & Evaluating Research 	<ul style="list-style-type: none"> Watch “Literature Review” from Lynda.com (link on Bb) Identify 2-4 possible topics to research.
	Class 3: Fri., June 30 ASYNC	Professional Work Session	<ul style="list-style-type: none"> DUE: Research Topic (on Bb by 11:59 p.m.) Research, read, and annotate AT LEAST 3 articles on your topic. This is the start of your Annotated Bibliography assignment.
Week 2	Class 4: Mon., July 3 ASYNC	Professional Work Session	<ul style="list-style-type: none"> Continue to work on your Annotated Bibliography assignment, adding another 3-4 articles.
	Class 5: Wed., July 5 F2F	Literature Review: <ul style="list-style-type: none"> Structure of a Literature Review 	<ul style="list-style-type: none"> Continue to work on your Annotated Bibliography assignment, adding another 3-4 articles. Bring your annotated bibliography draft (and all of your articles) with you to class.

	<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments Due</u>
	Class 6: Fri., July 7 ASYNC	Professional Work Session	– DUE: Annotated Bibliography (on Bb by 11:59 p.m., Sunday, July 9)
Week 3	Class 7: Mon., July 10 SYNC	Literature Review: – Synthesizing Research	– Watch “Literature Reviews: An Overview for Graduate Students” (link on Bb) – Be prepared to share your Literature Review Outline draft for feedback.
	Class 8: Wed., July 12 F2F	Literature Review: – Academic Writing	– DUE: Literature Review Outline (on Bb by 11:59 p.m.) – Bring at least 2 examples of synthesis statements and supporting details for your review. – Bring any samples of grant applications you have found (print or online). – Bring all of your articles (electronic or print) with you to class.
	Class 9: Fri., July 14 ASYNC	Professional Work Session	– Work on drafting your Literature Review. – DUE: Possible Literacy Grant (on Bb by 11:59 p.m.)
Week 4	Class 10: Mon., July 17 F2F	Literature Review: – Critical Friend Feedback	– Before class, send your Literature Review draft to your critical friend. – Read and provide written feedback on your critical friend’s Literature Review draft.
	Class 11: Wed., July 19 ASYNC	Professional Work Session	– Revise your Literature Review draft based on feedback provided by your critical friend.
	Class 12: Fri., July 21 ASYNC	Professional Work Session	– DUE: Literature Review (Tk20 via Bb by 11:59 p.m., Sunday, July 23)
Week 5	Class 13: Mon., July 24 F2F	Op-Ed: – Craft Writing – Choosing an Outlet – Choosing a Position	– Identify and read 2-4 editorials and op-ed pieces in newspapers and magazines, analyzing the craft of this type of writing. Be prepared to share these and your reactions in class.
	Class 14: Wed., July 26 SYNC	Grant Writing: – Researching & Analyzing Grant Announcements	– Send a draft of your Op-Ed to your critical friend before the online session starts. – Read Nutt, P. (2003). Anatomy of a grant proposal. <i>Tech Trends</i> , 47(1), 33-35. doi:10.1007/BF02763333 – Read Maxwell, D. J. (2005). Money, Money, money: Taking the pain out of grant writing. <i>Teacher Librarian</i> , 32(3), 16-21.
	Class 15: Fri., July 28 ASYNC	Professional Work Session	– DUE: Op-Ed (Tk20 via Bb by 11:59 p.m.)

	<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments Due</u>
Week 6	Class 16: Mon., July 31 F2F	Grant Writing: – Needs Assessment – Project Narrative	– Read Stinson, K., & Renninger, P. (2007). Successful grantsmanship at the middle level. <i>Middle School Journal</i> , 39(1), 44-51. doi:10.1080/00940771.2007.11461613 – Bring 632 Part A and 634 Yearlong/Part A to class. – Bring the grant announcement for your selected grant to class and a list of your funding ideas. – Explore your division’s website to identify its grant administrator and procedures for submitting grants.
	Class 17: Wed., Aug. 2 SYNC	Grant Writing: – Budget Sourcing & Development	– Be prepared to share a draft of your needs assessment/project narrative with your critical friend.
	Class 18: Fri., Aug. 4 ASYNC	Professional Work Session	– Send your current grant proposal draft to your critical friend. – Read and provide written feedback on your critical friend’s draft.
Week 7	Class 19: Mon., Aug. 7 F2F	Grant Writing: – Revising for Clarity	– Be prepared to share feedback on your critical friend’s draft.
	Class 20: Wed., Aug. 9 ASYNC	Professional Work Session	– Send a complete grant proposal draft to your critical friend. – Read and provide written feedback on your critical friend’s grant proposal. – Revise your draft based on feedback provided by your critical friend.
	Class 21: Fri., Aug. 11 ASYNC	Professional Work Session	– DUE: Grant Proposal (Tk20 on Bb by 11:59 p.m.) – DUE: All final (revised) PBA assignments must be uploaded to Tk20 (via Bb) by 11:59 p.m.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Assessment Rubrics

Literature Review Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
<p>1.1c Demonstrate a critical stance toward the scholarship of the profession.</p>	<p><i>Provides exemplary evidence of a critical stance toward the scholarship of the profession.</i></p> <p>The review offers an effective synthesis and critique of the body of literature on the topic.</p>	<p><i>Provides satisfactory evidence of a critical stance toward the scholarship of the profession.</i></p> <p>The review provides only a synthesis of research on the topic.</p>	<p><i>Provides partial evidence of a critical stance toward the scholarship of the profession.</i></p> <p>The review provides a summary of the research on the topic.</p>	<p><i>Provides little or no evidence of a critical stance toward the scholarship of the profession.</i></p> <p>Research is not clearly summarized.</p>
<p>1.1d Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).</p>	<p><i>Provides exemplary evidence of reading and understanding the literature and research about factors that contribute to reading success.</i></p> <p>The review draws original and insightful conclusions about the factors that contribute to literacy success.</p>	<p><i>Provides satisfactory evidence of reading and understanding the literature and research about factors that contribute to reading success.</i></p> <p>The review concludes with a synthesis of factors that contribute to literacy success.</p>	<p><i>Provides partial evidence of reading and understanding the literature and research about factors that contribute to reading success.</i></p> <p>The review includes a summary of factors that contribute to literacy success.</p>	<p><i>Provides little or no evidence of reading and understanding the literature and research about factors that contribute to reading success.</i></p> <p>The review does not address how factors contribute to literacy success.</p>
<p>1.2a Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.</p>	<p><i>Provides exemplary evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i></p> <p>The review draws original and insightful conclusions about knowledge from the field that can be used to address the needs of all learners.</p>	<p><i>Provides satisfactory evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i></p> <p>The review provides a synthesis of knowledge from the field that can be used to address the needs of all learners.</p>	<p><i>Provides partial evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i></p> <p>The review provides a summary of knowledge from the field that can be used to address the needs of all learners.</p>	<p><i>Provides little or no evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i></p> <p>The review does not provide a view that addresses the needs of all learners.</p>

Op-Ed Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
<p>1.2b Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</p>	<p><i>Provides exemplary evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</i></p> <p>Provides accurate and credible (indicates source of facts) information based on research and professional knowledge.</p>	<p><i>Provides satisfactory evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</i></p> <p>Provides accurate information on the topic based on research and professional knowledge but does not indicate source of facts.</p>	<p><i>Provides partial evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</i></p> <p>Provides information on the topic based on professional knowledge and opinion.</p>	<p><i>Provides little or no evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</i></p> <p>Does not provide information on the topic or bases information on opinion only.</p>
<p>1.3b Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</p>	<p><i>Provides exemplary evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</i></p> <p>The piece provides a strong yet positive message and strongly models fair mindedness and ethical principles.</p>	<p><i>Provides satisfactory evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</i></p> <p>The piece provides a positive message and models fair mindedness and ethical principles.</p>	<p><i>Provides partial evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</i></p> <p>The piece provides a generally positive message but does not model fair mindedness and ethical principles.</p>	<p><i>Provides little or no evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</i></p> <p>The piece does not provide a positive message nor does it model ethical principles.</p>
<p>6.4a Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.</p>	<p><i>Provides exemplary evidence of understanding local, state, and national policies that affect reading and writing instruction.</i></p> <p>Provides an accurate and well-connected tie between the topic relevant policies that affect literacy instruction.</p>	<p><i>Provides satisfactory evidence of understanding local, state, and national policies that affect reading and writing instruction.</i></p> <p>Provides accurate information about relevant policies that affect literacy instruction.</p>	<p><i>Provides partial evidence of understanding local, state, and national policies that affect reading and writing instruction.</i></p> <p>Provides information about relevant policies, but the information is not completely accurate.</p>	<p><i>Provides little or no evidence of understanding local, state, and national policies that affect reading and writing instruction.</i></p> <p>Does not address policy issues.</p>

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
<p>6.4c Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</p>	<p><i>Provides exemplary evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</i></p> <p>The piece provides well-reasoned next steps or call to action that is within the purview of readers to do.</p>	<p><i>Provides satisfactory evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</i></p> <p>The piece provides next steps or call to action that is well-reasoned but not within the purview of most readers.</p>	<p><i>Provides partial evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</i></p> <p>The piece provides next steps or call to action that is not well reasoned.</p>	<p><i>Provides little or no evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</i></p> <p>The piece does not provide next steps or call to action.</p>
<p>6.4d Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.</p>	<p><i>Provides exemplary evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.</i></p> <p>The piece provides clear and purposeful direction for members of various groups regarding changes that would promote effective literacy instruction.</p>	<p><i>Provides satisfactory evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.</i></p> <p>The piece provides clear direction for members of various groups regarding changes that would promote effective literacy instruction.</p>	<p><i>Provides partial evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.</i></p> <p>The piece indicates that various groups should promote effective literacy instruction but does not provide direction.</p>	<p><i>Provides little or no evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.</i></p> <p>The piece does not address changes that could be implemented by various groups to promote effective literacy instruction.</p>

Evidence that letter was submitted? Yes/No

Grant Proposal Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
<p>1.1a Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</p>	<p><i>Provides exemplary evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i></p> <p>The proposal presents a well-researched and well-defined and well-connected theoretical base to support the work to be funded.</p>	<p><i>Provides satisfactory evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i></p> <p>The proposal presents a well- defined theoretical base but it is not well connected to the work to be funded.</p>	<p><i>Provides partial evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i></p> <p>The proposal presents a theoretical base, but it is not well defined.</p>	<p><i>Provides little or no evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i></p> <p>The proposal does not present a theoretical base for the work to be funded.</p>
<p>2.1a Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>	<p><i>Provides exemplary evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i></p> <p>The proposal demonstrates complete understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>	<p><i>Provides satisfactory evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i></p> <p>The proposal demonstrates understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>	<p><i>Provides partial evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i></p> <p>The proposal demonstrates some understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>	<p><i>Provides little or no evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i></p> <p>The proposal demonstrates a limited understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>
<p>6.2d Demonstrate effective interpersonal, communication, and leadership skills.</p>	<p><i>Provides exemplary evidence of effective interpersonal, communication, and leadership skills.</i></p> <p>The proposal demonstrates a complete understanding of audience and professionalism in communication.</p>	<p><i>Provides satisfactory evidence of effective interpersonal, communication, and leadership skills.</i></p> <p>The proposal demonstrates understanding of audience and professionalism in communication.</p>	<p><i>Provides partial evidence of effective interpersonal, communication, and leadership skills.</i></p> <p>The proposal demonstrates some understanding of audience and professionalism in communication.</p>	<p><i>Provides little or no evidence of effective interpersonal, communication, and leadership skills.</i></p> <p>The proposal demonstrates a weak understanding of audience and professionalism in communication.</p>

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
6.4b Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.	<p><i>Provides exemplary evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i></p> <p>The plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school as well as who will be involved in executing the plan and how the plan will be evaluated.</p>	<p><i>Provides satisfactory evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i></p> <p>The plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school. EITHER involved personnel OR evaluation of the plan are discussed in detail, but not both.</p>	<p><i>Provides partial evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i></p> <p>The plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school. NEITHER involved personnel NOR evaluation of the plan are discussed in detail, although they each may be briefly mentioned.</p>	<p><i>Provides little or no evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i></p> <p>The plan for using the funds is not clearly organized.</p>

Writing Rubric (to be used across all papers)

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Writer uses a variety of resources to support ideas.	Writer uses multiple, relevant resources that very strongly support ideas and insights; inclusion of references evenly blends into writing.	Writer uses many resources, mostly relevant; supports ideas and insights; inclusion of references blends into writing.	Writer uses some resources; somewhat relevant; loosely supports ideas and insights may be choppy	Writer uses few resources, may not be relevant; weakly supports ideas and insights; may be disjointed from text
Readability	Error free: accurate spelling, grammar, language usage; variety of sentence structures; broad, rich vocabulary. APA consistently followed	Minor errors (1-3) in spelling, grammar, language usage; some variety of sentence structures; appropriate vocabulary. APA mostly followed, may have minor errors.	Several errors in spelling, grammar, language usage; minimal variety of sentence structures; limited vocabulary. APA contains several errors.	Contains numerous errors in spelling, grammar, punctuation, or sentence structure. APA not followed.