

**George Mason University**  
**College of Education and Human Development**

EDRD 632.6L7 Literacy Assessments and Interventions for Groups  
3 Credits, Fall 2019  
Tuesday, 5:00-7:40, Daniels Run Elementary School Library

**Faculty**

Name: Jennifer I. Hathaway, Ph.D.  
Office Hours: By Appointment  
Office Location: 1604 Thompson Hall, Fairfax campus  
Office Phone: 703-993-5789  
Email Address: jhathaw2@gmu.edu

**Prerequisites/Corequisites**

EDRD 630: Advanced Literacy Foundations and Instruction, Birth to Middle Childhood;  
EDRD 631: Advanced Literacy Foundations and Instruction, Adolescent through Adulthood;  
admission to the Literacy emphasis or permission of the literacy program coordinator

**University Catalog Course Description**

Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. Class members conduct related practice in their own classrooms or specified field settings.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using a hybrid (2-75% online) format.

**Learner Outcomes or Objectives**

This course is designed to enable students to:

1. Understand types of assessments and their purposes, strengths, and limitations.
2. Select, develop, administer, and interpret assessments both traditional print and electronic, for specific purposes.
3. Use assessment information to plan and evaluate instruction.
4. Communicate assessment results and implications to a variety of audiences.
5. Use data to tailor instruction for acceleration, intervention, remediation and flexible level groupings.
6. Select strategies to increase vocabulary, reading comprehension, specifically in the ability to teach strategies to teach literal, interpretative, critical and evaluative comprehension.

**Professional Standards (ILA, 2010 Standards for Reading Professionals):**

Upon completion of this course, students will have met the following professional standards:

- 2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- 2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading – writing connections.
- 3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.
- 3.2 Candidates select, develop, administer, and interpret assessments both traditional print and electronic, for specific purposes.

- 3.3 Candidates use assessment information to plan and evaluate instruction.
- 3.4 Candidates communicate assessment results and implications to a variety of audiences.
- 5.4 Candidates use a variety of classroom configurations (i.e. whole class, small group, and individual) to differentiate instruction.

Virginia Standards for Reading Specialist Programs addressed in the course:

- 1a. Demonstrate expertise in the use of formal and informal screening, diagnostic and progress monitoring assessment for language proficiency, concepts of print, phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension.
- 1b. Demonstrate expertise in the ability to use diagnostic data to tailor instruction for acceleration, intervention, remediation, and flexible skill-level groupings.
- 3c. Demonstrate expertise in strategies to increase vocabulary.
- 3f. Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension.
- 4a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing.
- 6b. Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels.
- 6f. Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores.
- 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.

### Required Texts

Lesaux, N. K. & Marietta, S. H. (2012). *Making assessment matter: Using test results to differentiate reading instruction*. New York, NY: Guilford.

GoReact must be purchased and used in this course. Details will be provided in class.

Additional readings will be made available on Blackboard and through GMU Library databases. (See Blackboard for a full reference list of required readings.)

### Recommended Texts

Morrow, L. M., & Gambrell, L. B. (Eds.) (2019). *Best practices in literacy instruction* (6th ed.). New York, NY: Guilford.

Pinnell, G. S., & Fountas, I. C. (2009). *When readers struggle: Teaching that works*. Portsmouth, NH: Heinemann.

Seravallo, J. (2014). *The literacy teacher's playbook, grades K-2: Four steps for turning assessment data into goal-directed instruction*. Portsmouth, NH: Heinemann.

Seravallo, J. (2013) *The literacy teacher's playbook, Grades 3-6: Four steps for turning assessment data into goal-directed Instruction*. Portsmouth, NH: Heinemann.

## 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 and Examinations

#### 1. Participation (10 points)

Class participation is a required component of your grade. In general, we will engage in three types of activities: lectures, activities, and discussions related to literacy leadership activities; discussion of the week's readings; and, partner and small group meetings in which you will provide feedback and support for each other's literacy leadership activities.

- Our course Blackboard site (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 and/or module to download readings and other pertinent course documents. We may also hold discussions via Blackboard.
- The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, *it is critical for you to complete all readings prior to the class for which they are assigned and to fully participate in class.* It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. Failure to do so may result in a lower participation grade.
- One purpose of this course is to help you apply basic coaching techniques (e.g., paraphrasing, questioning, synthesizing) as you work with a peer to support their data analysis and instructional planning. Thoughtful online coaching participation via GoReact is required for this course. This includes recording your own instruction and uploading those videos in a timely manner. Your participation through GoReact also includes your timely and thoughtful coaching feedback to your partner.
  - It is important that you activate your GoReact account and experiment with its video recording/uploading options well in advance of the first coaching due date in order to maintain a good peer coaching relationship throughout the semester. To facilitate this, before coaching begins, you will create and upload a 3-5 minute video in which you provide a tour of your classroom (or school). This video will help your peer coach better understand your teaching context.

Class participation will be evaluated using the rubric that follows:

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
<b>Class Attendance</b>	Missed no more than 1 face-to-face or synchronous class session. <b>AND</b> Arrived late or left class early no more than 2 times. 3 points	Missed 2 face-to-face or synchronous class sessions. <b>OR</b> Arrived late or left class early 3-4 times. 2 points	Missed 3 face-to-face or synchronous class sessions. <b>OR</b> Arrived late or left class early 5-6 times. 1 point	Missed more than 3 face-to-face or synchronous class sessions. <b>OR</b> Arrived late or left class early more than 6 times. 0 points

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
<b>Face-to-Face/ Synchronous Class Participation</b>	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. <b>AND</b> Actively participated in <i>all</i> small group activities and class discussions.  2 points	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. <b>OR</b> Actively participated in <i>most</i> small group activities and class discussions.  1.5 points	Rarely asked questions or made observations that indicated familiarity with the topic. <b>OR</b> Rarely actively participated in small group activities and class discussions.  1 point	Never asked questions or made observations that indicated familiarity with the topic. <b>OR</b> Never actively participated in small group activities and class discussions.  0 points
<b>Asynchronous Class Participation</b>	Submitted all activities within asynchronous course modules, with no more than 1 late submission. <b>AND</b> Most submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.  5 points	Submitted all activities within asynchronous course modules, with no more than 2 late submissions. <b>OR</b> Some submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.  4 points	Submitted all activities within asynchronous course modules, with 3 or more late submissions. <b>OR</b> Few submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.  3 points	Failed to submit all activities within asynchronous course modules. <b>OR</b> No submissions were thoughtfully completed and demonstrated an in-depth understanding of course content.  0 points

## 2. School Report Card Analysis (25 points)

- Data Gathering:** Locate and review your state’s testing framework. Download your school’s report card. Analyze the literacy assessment data.
- Summary Presentation (10 points):** Prepare a brief presentation summarizing your school’s literacy assessment data. Share this presentation with peers. Together, identify and discuss the meaning/potential importance of the information as well as “next steps” (how to apply this information to instruction).
- Written Analysis (15 points):** Write a 4-5 page paper that (1) discusses how your state’s testing program is consistent or inconsistent with the International Literacy Association’s position statements on assessment. Include a minimum of two additional professional resources related to appropriate/inappropriate uses of assessments to support your discussion. Additionally, (2) explain, in your view, what modifications should be made and/or what should remain the same in your state’s assessment system. Be sure to support your suggestions with professional resources. Finally, (3) reflect on what you learned about the role of the reading specialist from analyzing and sharing this information.

## 3. Assessment Analysis (15 points)

In this assignment, you will review a published assessment (e.g., DRA, PALS). We will begin by brainstorming as a class the various assessments available. The goal is to analyze as many assessments as possible within the class. Then, with a partner, (1) choose an assessment to evaluate, (2) locate and read the publishers’ information on technical aspects of the assessment, including reliability/validity. (3) Prepare a handout on this information (no more than one page, front & back). Include (a) bibliographic information for the assessment, (b) a description of the purpose of the assessment along with the constructs it measures; (c) target audience; (d) administration procedures; (e) scoring; (f) technical adequacy; (g) usability; and, (h) links to intervention.

#### 4. PBA: Classroom Data Analysis and Instruction (50 points)

In this assignment, you will have the opportunity both to serve as a classmate's literacy coach and to be coached yourself. Complete the following steps together, with partners taking turns assuming the roles of the literacy coach and teacher.

- 1. Classroom Data Spreadsheet (10 points):** (1) Create a spreadsheet showing the most recent *reading and writing* scores for all students in your class on **at least three assessments**. Include formal (e.g., Virginia SOL, DRA, PALS) and informal (e.g., Running Record) data, if available. If you are not currently teaching, you will complete this in a field assignment. (2) Compare your formal student assessment results with other existing data sources, such as homework and class assignment performance, to analyze individual student performance. (3) Then make notes on the spreadsheet related to each student's *instructional needs* in reading and writing as revealed through your data collection and analysis.
- 2. Lesson Planning (10 points):** In consultation with your peer coach, **create two specific, connected lesson plans** for your class in which students will be reading and/or writing. The lessons should address an instructional need identified in your data spreadsheet. In each plan, specify how students will be grouped for instruction. Across the two plans, you must use different groupings. For example, in your first lesson, you may teach a whole-group lesson followed by a small-group lesson. Or, you may start with a small-group lesson and follow up with an individual lesson for one student. You will use data gathered in your first lesson to determine which students to teach (and what to teach) in the second lesson which may include remediation or enrichment. Be sure to provide a justification (using data and research) for your grouping decisions and instructional strategy choices. Also be sure to specify how you will assess student learning during and after each lesson. You may use the lesson plan format that is standard in your school, but it must contain the required elements shared in class.
- 3. Implementation of Lessons (10 points):** After receiving feedback on your first lesson plan, teach and videotape the lesson. Choose a 10-15 minute segment of your lesson that you would like to receive feedback on from your peer coach. Upload the video clip to GoReact and attach a copy of your lesson plan. Annotate within GoReact to describe the context of the clip and the feedback you are seeking from your peer coach. After analyzing student data gathered in the first lesson and conferring with your peer coach, create your second lesson plan. Teach and videotape the second lesson. Choose a 10-15 minute segment of your lesson that you would like to receive feedback on from your peer coach. Upload the video clip to GoReact and attach a copy of your lesson plan. Annotate within GoReact to describe the context of the clip and the feedback you are seeking from your peer coach.
- 4. Peer Coaching (10 points):** You will serve as a classmate's literacy (peer) coach to support data analysis and instructional planning. The 3 coaching conversations will take place in class and you will record and upload the 3 coaching conversations to GoReact. For each of the videos where you serve as a coach, you should watch the video and reflect on your development as a coach. You will use the annotation features in GoReact to identify your coaching stances, strengths, suggestions, and connections to your previous coaching interactions with your partner in each video.

**Coaching Conversation 1 – Data Analysis & Lesson 1 Planning:** Your first coaching conversation will center on the classroom data spreadsheet. The goal of this conversation is to analyze the classroom data spreadsheet to identify appropriate instructional goals and discuss instructional plans for the first lesson. Once lesson goals are established and the first plan is written, you will read a draft of your partner's lesson plan and provide (verbal/written) feedback before the lesson is taught.

Coaching Conversation 2 – Lesson 1 Debriefing and Lesson Plan 2 Drafting: After your partner teaches his/her lesson and uploads a video clip to GoReact, you will watch the teaching segment and provide feedback. You will then discuss how data collected during the lesson informs the second lesson plan. Once lesson goals are established and the second plan is written, you will read a draft of your partner's lesson plan and provide (verbal/written) feedback before the lesson is taught.

Coaching Conversation 3 – Lesson 2 Debriefing: After your partner teaches his/her lesson and uploads a video clip to GoReact, you will watch the teaching segment and provide feedback. You will then discuss how data collected during the lesson informs future instructional plans.

5. **Reflection (10 points)**: Write a 3-4-page reflection on what you learned as a result of the project. Include (1) how data-based grouping and instruction impacted student learning and your work. (2) Reflect on the peer coaching process. Explain how you supported your partner in using data to make grouping and other instructional decisions. Include discussion of how you help him/her develop, implement, and analyze his/her lessons. (3) Finally, identify and analyze at least one segment from your coaching videos for your instructor to watch that you think demonstrates an important moment in your development as a coach. Explain the significance of the segment and what you have learned about serving as a literacy coach.

**\*\*\*Submit your final classroom data spreadsheet, both lesson plans, and your analysis paper to Tk20. All videos should be uploaded to GoReact.\*\*\***

## 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) either by class time (if needed for class) or by 11:59 p.m. 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 writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your first and last name and assignment titles (ex: JANE\_DOE\_LessonPlan1.docx).

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (<https://writingcenter.gmu.edu/>) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing

Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

The performance-based assessment is designed to provide evidence that program candidates meet required program completion standards. Students may have **one** opportunity to revise PBA assignments only in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in the Literacy course sequence. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

### ***Communication***

Email is my preferred form of communication, so please check your GMU email account each day, 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 have not heard from me within 48 hours, please email me again.

If you would like to talk with me, I will be available 15 minutes before and after class. 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**

<i>Grading Scale</i>	
<u>Grade</u>	<u>Points</u>
A	= 94 – 100
A-	= 90 – 93
B+	= 87 – 89
B	= 80 – 86
C	= 75 – 79
F	= below 75

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 632 is a prerequisite for EDRD 634).

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

## Proposed Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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

<u>Date</u>	<u>Topics/Essential Questions</u>	<u>Reading</u>	<u>Assignments Due</u>
Week 1: Aug. 27 F2F	Course Overview  What is assessment?  What is the role of assessment?	<ul style="list-style-type: none"> <li>- Afflerbach, 2016</li> <li>- Chappuis, 2014</li> <li>- ILA Literacy Leadership Brief on Literacy Assessment, 2017</li> </ul>	<ul style="list-style-type: none"> <li>- Module 1 activities on Bb.</li> </ul>
Week 2: Sept. 3 ASYNC	What are the various types of assessment?	<ul style="list-style-type: none"> <li>- Lesaux &amp; Marietta – Ch. 1-3</li> <li>- IRA Position Statement on Formative Assessment, 2013</li> <li>- ILA Literacy Leadership Brief on Standardized Reading Tests, 2017</li> <li>- Roskos &amp; Neuman, 2012</li> </ul>	<ul style="list-style-type: none"> <li>- Module 2 activities on Bb.</li> <li>- Select a literacy assessment to evaluate with your partner for the Assessment Analysis assignment. Have at least 2 options.</li> </ul>
Sept. 3 Sept. 9	<b>LAST DAY TO ADD CLASSES LAST DAY TO DROP CLASSES WITH 100% TUITION REFUND</b>		
Week 3: Sept. 10 F2F	Why evaluate literacy assessments for validity, reliability, and missing information?	<ul style="list-style-type: none"> <li>- McKenna &amp; Stahl, 2015</li> <li>- Lyman, 1998</li> </ul>	<ul style="list-style-type: none"> <li>- Module 3 activities on Bb.</li> <li>- Bring your signed permission letter from your administrator.</li> <li>- Bring a copy of your selected literacy assessment to class.</li> </ul>
Week 4: Sept. 17 ASYNC	How can we analyze school-level data?	<ul style="list-style-type: none"> <li>- relevant accreditation and accountability information for your state (see links on Bb)</li> <li>- Stahl &amp; McKenna, 2013</li> </ul>	<ul style="list-style-type: none"> <li>- Module 4 activities on Bb.</li> </ul>
Sept. 17	<b>LAST DAY TO DROP CLASSES WITH 50% TUITION REFUND</b>		
Week 5: Sept. 24 F2F	What is assessment/data literacy and who needs it?	<ul style="list-style-type: none"> <li>- Mandinach &amp; Gummer, 2016</li> <li>- ILA Literacy Leadership Brief on Using Data for Instructional Decision Making, 2018</li> </ul>	<ul style="list-style-type: none"> <li>- Module 5 activities on Bb.</li> <li>- Bring a copy of your School Quality Profile.</li> <li>- Assessment Analysis (Bb)</li> </ul>
Sept. 30	<b>LAST DAY TO WITHDRAW FROM CLASSES (NO REFUND)</b>		
Week 6: Oct. 1 ASYNC	What is effective practice for using assessment?	<ul style="list-style-type: none"> <li>- Lesaux &amp; Marietta – Ch. 4, 5</li> <li>- Afflerbach et al., 2019</li> </ul>	<ul style="list-style-type: none"> <li>- Module 6 activities on Bb.</li> <li>- Share/discuss your School Report Card presentation with your assigned small group.</li> </ul>
Week 7: Oct. 8 ASYNC	How do we use assessment to improve instruction?	<ul style="list-style-type: none"> <li>- Allington, 2011</li> <li>- Spear-Swerling, 2015</li> <li>- Watts-Taffe et al., 2012</li> </ul>	<ul style="list-style-type: none"> <li>- Module 7 activities on Bb.</li> <li>- School Report Card Analysis Assignment (Bb)</li> </ul>



<u>Date</u>	<u>Topics/Essential Questions</u>	<u>Reading</u>	<u>Assignments Due</u>
Week 8: Oct. 15 F2F	What is a literacy coach?  How does a coach support teachers' data analysis?	<ul style="list-style-type: none"> <li>- Jablon &amp; Dombro, 2015</li> <li>- L'Allier et al., 2010</li> <li>- Showers &amp; Joyce, 1996</li> </ul>	<ul style="list-style-type: none"> <li>- Module 8 activities on Bb.</li> <li>- Classroom introduction video posted to GoReact.</li> <li>- Classroom Data Spreadsheet Draft (PBA #1) (Bb &amp; bring a copy to class)</li> </ul>
Week 9: Oct. 22 F2F	How does a coach lead a coaching conversation?	<ul style="list-style-type: none"> <li>- Bates, 2018</li> <li>- Peterson et al, 2009</li> <li>- Yopp et al., 2011</li> </ul>	<ul style="list-style-type: none"> <li>- Module 9 activities on Bb.</li> <li>- Bring a copy of your revised Classroom Data Spreadsheet (PBA #1) to class.</li> <li>- Come prepared to conduct/video Coaching Conversation 1 (PBA #4).</li> </ul>
Week 10: Oct. 29 ASYNC	How do we develop plans from assessment data?	<ul style="list-style-type: none"> <li>- Lesaux &amp; Marietta – Ch. 6-8</li> <li>- Griffith &amp; Lacina, 2017</li> <li>- Webb et al., 2019</li> </ul>	<ul style="list-style-type: none"> <li>- Module 10 activities on Bb.</li> <li>- Reflection Annotations for Coaching Conversation 1 (GoReact) (PBA #4)</li> <li>- First Lesson Plan Draft (PBA #2) (Bb &amp; to Peer Coach)</li> </ul>
Week 11: Nov. 5 F2F	How does a coach support teachers' instruction?	<ul style="list-style-type: none"> <li>- Jewett &amp; MacPhee, 2012</li> <li>- Knight, 2011</li> </ul>	<ul style="list-style-type: none"> <li>- Module 11 activities on Bb.</li> <li>- Lesson 1 video &amp; final plan posted to GoReact (PBA #3).</li> <li>- Come prepared to conduct/video Coaching Conversation 2 (PBA #4).</li> </ul>
Week 12: Nov. 12 F2F	What are some of the challenges facing a literacy coach?	<ul style="list-style-type: none"> <li>- Zoch, 2015</li> </ul>	<ul style="list-style-type: none"> <li>- Module 12 activities on Bb.</li> <li>- Reflection Annotations for Coaching Conversation 2 (GoReact) (PBA #4)</li> <li>- Lesson 2 video &amp; final plan posted to GoReact (PBA #3).</li> <li>- Come prepared to conduct/video your Coaching Conversation 3 (PBA #4).</li> </ul>
Week 13: Nov. 19 F2F	What is your vision of your role as a future literacy leader?	<ul style="list-style-type: none"> <li>- ILA Position Statement on the Multiple Roles of School-Based Specialized Literacy Professionals</li> <li>- ILA Research Brief in Support of the Multiple Roles of School-Based Specialized Literacy Professionals</li> </ul>	<ul style="list-style-type: none"> <li>- Module 13 activities on Bb.</li> <li>- Reflection Annotations for Coaching Conversation 3 (GoReact) (PBA #4)</li> </ul>
Nov. 26	<b>NO CLASS – HAPPY THANKSGIVING!</b>		

<u>Date</u>	<u>Topics/Essential Questions</u>	<u>Reading</u>	<u>Assignments Due</u>
Week 14: Dec. 3 ASYNC	What are the different models of coaching?	<ul style="list-style-type: none"> <li>– McKenna &amp; Walpole, 2008</li> <li>– ILA Literacy Leadership Brief on Coaching for Change</li> </ul>	<ul style="list-style-type: none"> <li>– Module 14 activities on Bb.</li> <li>– PBA - Classroom Data Analysis and Instruction (Classroom Data Spreadsheet, 2 Lesson Plans, &amp; Written Analysis on Tk20 on Bb; videos &amp; reflection annotations on GoReact)</li> </ul>
Exam Period Dec. 17 ASYNC	Any required PBA revisions must be uploaded to Tk20 by 11:59 p.m.		

### 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/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**PBA: Classroom Data Analysis and Instruction Rubric**

<b>IRA Standard/ Element</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Approaching Expectations (2)</b>	<b>Below Expectations (1)</b>
<b>2.1</b> Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides exemplary evidence of developing lessons based on foundational knowledge to meet the needs of learners.	Provides satisfactory evidence of developing lessons based on foundational knowledge to meet the needs of learners.	Provides partial evidence of developing lessons based on foundational knowledge to meet the needs of learners.	Provides little or no evidence of developing lessons based on foundational knowledge to meet the needs of learners.
<b>2.2 c</b> Support classroom teachers to implement instructional approaches for all learners.	Provides exemplary evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.	Provides satisfactory evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.	Provides partial evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.	Provides little or no evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.
<b>3.2a</b> Interpret appropriate assessments for students, especially those who struggle with reading and writing.	Provides exemplary evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.	Provides satisfactory evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.	Provides partial evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.	Provides little or no evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.
<b>3.3a</b> Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides exemplary evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides satisfactory evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides partial evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides little to no evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
<b>3.3c.</b> Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions.	Provides exemplary evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.	Provides satisfactory evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.	Provides partial evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.	Provides little or no evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.
<b>5.4a</b> Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.	Provides exemplary evidence of using evidence-based grouping to meet the needs of all learners	Provides satisfactory evidence of using evidence-based grouping to meet the needs of all learners	Provides partial evidence of using evidence-based grouping to meet the needs of all learners	Provides little or no evidence of using evidence-based grouping to meet the needs of all learners
<b>5.4b</b> Support teachers in using evidence-based grouping practices to meet the needs of all students.	Provides exemplary evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.	Provides satisfactory evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.	Provides partial evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.	Provides little or no evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.