

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

EDRD 635.6L2– School Based Inquiry in Literacy  
3 Credits, Summer 2020 (May 25-July 3)  
Wednesday- synchronous 5:00-8:00; Monday & Friday-asynchronous

**Faculty**

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**Prerequisites/Corequisites**

EDRD 630 Advanced Literacy Foundations and Instruction, Birth to Middle Childhood, admission to the literacy emphasis, or permission from the program coordinator.

EDRD 631 Advanced study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy.

Includes reading, writing, and oral communication.

EDRD 632 Literacy Assessments and Interventions for Groups. 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.

EDRD 633 Literacy Assessments and Interventions for Individuals. Provides literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. Requires assigned practicum experience.

EDRD 634 School Based Leadership 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.

EDRD 637 Supervised Literacy Practicum. Supervised literacy practicum that requires students to conduct assessments of and provide instruction to struggling readers.

**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.

## Course Overview

Not Applicable

## Course Delivery Method

This course will be delivered using an online format, both in synchronous and asynchronous format.

## Course Delivery Method

This course will be delivered online (76% or more) using synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 26th, 2020.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. 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.

(Literature Review)

2. Read and analyze literacy studies related to their research interest and write an intelligent and coherent literature review. (Literature review)
3. Write a grant proposal to fund a project or materials to enhance her/his role as a literacy leader. (Grant Proposal)

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

Upon completion of this course, students will have met the following professional standards: **1.1, 1.2, 1.3, 2.1, 6.2, 6.4**

**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 State Standards addressed in this course: 6i, 6j*

**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**

none

### **RECOMMENDED TEXTS:**

APA Manual, 7<sup>th</sup> edition.

Zinsser, W. (2006). *On writing well, 30<sup>th</sup> 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 and/or Examinations**

**A. Class Engagement: (10%)** Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (synchronous and asynchronous) is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

The following rubric will be used for assessment:

	<b>Meets expectations</b>	<b>Approaching expectations</b>	<b>Does not meet expectations</b>
<b>Attendance (5%)</b>	The candidate attended all synchronous classes, was always on time and participated in the entire class session.	The candidate missed one synchronous class. The candidate was sometimes late to class/left early.	The candidate missed more than one synchronous class. The candidate was consistently late to class/left early.
<b>Participation (5%)</b>	The candidate actively participates in small and/or whole group class meetings by meaningfully contributing to each class session. The candidate critically considers class content and poses critical, thoughtful questions/insights. The candidate demonstrates professionalism in all communications with professor and peers.	The candidate participates in small and or whole group class meetings, though contributions are uneven. The candidate usually, but not always, critically considers content and/or poses questions. The candidate demonstrates professionalism in most communications with professor and peers.	The candidate participates at least peripherally in group and class discussions. The candidate is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking. The candidate may occasionally demonstrate unprofessionalism in communications

**B. Literature Review: (45%)** This is a Performance-Based Assessment. Literacy specialists need to be knowledgeable of current research in literacy. The purpose of this assignment is to summarize and critique a relevant literacy topic that needs to be developed in your school. Choose a topic and review the current (past 10 – 15 years), relevant (focused on your topic), peer-reviewed research. Also, review any seminal work and theoretical bases that would ground your topic in the research literature. This assignment has 2 parts:

**1. Annotated Bibliography (part of Literature Review): (20%)** This task scaffolds the literature review. You will read at least 10 peer-reviewed research articles from academic journals, then create a critical annotation for each.

**2. Literature Review Paper: (25%)** Write a well-organized literature review of the research. Your review should critically analyze and synthesize the literature (12-15 articles), providing clear and insightful analysis of the current knowledge on the topic. Follow APA guidelines.

**C. Grant Proposal: (40%)** This is a Performance-Based Assessment. Literacy specialists are in a position to procure funding to create, support, or develop literacy programs or instruction within the school. The purpose of this assignment is to identify a grant opportunity related to your literature review topic and write a proposal for that grant. Consult the grant proposal guidelines carefully to find out the specific requirements of the funding agency and include all of the necessary permissions and attachments required to submit the grant application.

**Assignment Table:**

Assignment	Value	Due Dates
<b>Couse Engagement</b>	<b>15%</b>	ongoing
Critical Friends meetings & feedback	5%	
Online and F2F attendance and participation	10%	
<b>Literature Review</b>	<b>45%</b>	
Annotated Bibliography	20%	June 9th
Complete Paper	25%	June 23rd
<b>Grant Proposal</b>	<b>40%</b>	July 3rd

• **Other Requirements**

*Class attendance*

Class attendance is both important and required. If, due to an emergency, you will not be in class, **you must contact the instructor via phone or email.** You are expected to email assignments regardless of class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. **Attendance will influence your grade** (see class engagement rubric).

*Assignments*

All assignments should be turned in on the due date in the schedule below via paper copy OR email attachment (by 4:30pm, whether or not you are in class that evening). Save all electronic

files with your last name and assignment titles (ex: **SMITH\_ProfDevProposal.docx**). All assignments must follow APA guidelines for student papers. **Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment**, so please proofread carefully. Late papers and projects will not be accepted without penalty (10% per day), excepting extraordinary circumstances.

*General*

Email response: I will respond to all emails within 24 hours during the week and 48 hours on weekends/holidays. If you do not get a reply within 24/48 hours PLEASE resend email. Students are expected to respond to emails within 24 hours during the week.

Please **consult the syllabus FIRST** for all questions. Then consult our class Blackboard discussion forum for FAQs, and then consult me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable time frame. I will be available for the 15 minutes before class, by appointment, and by e-mail. I look forward to collaborating with each of you as you work towards your goals.

□ **Grading**

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).

*Grading Scale*

A = 94%-100%

A- = 90%-93%

B+ = 87%-89%

B = 80%-86%

C = 75%-79%

**Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

**Class Schedule (sync= synchronous; async= asynchronous)**

<b>Class Date &amp; Format</b>	<b>Topics</b>	<b>Assignments DUE</b>	<b>Readings (before class)</b>
<b>#1 Wednesday, May 27 (sync.)</b>	Literacy Leaders: roles in policy and advocacy. Course Overview  Literature Review Introduction and overview	<i>*Identify a research topic &amp; email to instructor AFTER CLASS</i>	Ch 12 Sherer, Carr, & Vogt, 2019  Flanigan 2007 (focus on lit review & skim rest to

	Database searches		understand logic chain)
<b>#2 Friday, May 29 (sync.)</b>	<p>Elements of a literature review</p> <p>Choosing a topic (rationale) and formulating a research question.</p> <p>Critical Friends Pairing</p>	<p>Group analysis of lit review elements</p> <p><i>*Submit rationale and research question via email to instructor AFTER CLASS</i></p>	<p>Anderson et al. 2019 (focus on lit review &amp; skim rest to understand logic chain)</p> <p>Choose one additional lit review from Bb folder.</p>
<b>#3 Monday, June 1 (async.)</b>	<p>Evaluating Literature for relevance and validity/reliability</p> <p>Annotated Bibliography: Assignment overview</p>	<p><i>*Read, evaluate, and annotate at least 1 article (see Bb template) AFTER CLASS</i></p>	
<b>#4 Wednesday, June 3 (sync.)</b>	<p>Literature Review: Choosing, organizing, and evaluating resources.</p>	<p>Critical Friends Pairing</p> <p>Locate at least 10 articles that will help you better understand your topic. Have them ready to discuss during class.</p>	
<b>#5 Friday, June 5 (async.)</b>	<p>Literature Review: Critical analysis of research articles.</p>	<p>Critical Friend conferences</p> <p>Read and annotate 3-5 articles on your topic.</p>	
<b>#6 Monday, June 8 (async.)</b>		<p>Read and annotate 5-8 articles on your topic.</p>	
<b>#7 Wednesday, June 10 (sync.)</b>	<p>Literature Review: Beginning to synthesize; analyzing sources</p>	<p><b>Annotated Bibliography Due</b></p>	

	for themes. constructing a logic chain and developing synthesis statements.		
<b>#8 Friday, June 12 (async.)</b>	Literature Review: Academic writing-critical analysis and interpretation.	Draft literature review outline  Critical Friend conferences	
<b>#9 Monday, June 15 (async.)</b>	Literature Review: Drafting		
<b>#10 Wednesday, June 17 (sync.)</b>	Grant Writing: Introduction and overview-researching and analyzing grant announcements (RFP)	Read and review sample grant proposals.	Bean (2013) Ch 11  Maxwell, 2005
<b>#11 Friday, June 19 (async.)</b>	Grant Writing: Elements of a grant proposal and how to follow an RFP.	Critical Friend conferences	Nutt, 2003 Stinson, 2007
<b>#12 Monday, June 22 (async.)</b>	Literature Review: Editing & revising.	Continue drafting, confer with CF as needed.	
<b>#13 Wednesday, June 24 (sync.)</b>	Grant writing: Needs assessment & Project narrative	<b>Literature Review Due</b>	
<b>#14 Friday, June 26 (async.)</b>	Grant writing: Budget sourcing and development.	Critical Friend conferences	
<b>#15 Monday, June 29 (async.)</b>	Grant writing: Drafting	Critical Friend conferences	
<b>#16 Wednesday, July 1 (sync.)</b>	Grant writing: Revising for clarity		

#17 Friday, July 3 (async.)		Grant Due	
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## 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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

## **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## **Selected Performance Based Assessment (PBA detailed description):**

This Performance Based Assessment (PBA) is intended to instill a culture of outreach in coaching to support teachers in schools. Competent and effective reading specialists and literacy coaches should be prepared to investigate and understand the needs of the teachers they serve, as well as to advocate and secure resources and services for teachers and students in their schools. Therefore, the PBA for this course is comprised of two integrated parts:

- (1) Literature review
- (2) Grant proposal.

A detailed description of each of these three assignments is provided below with a rubric for evaluating each part. **Please follow all APA guidelines to complete this assignment.** The PBA is not considered to be complete unless all parts are submitted.

### **Part I: *Literature Review***

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.

**You must use peer-reviewed (scholarly) research articles. Do not use articles in state/local journals or practitioner-focused journals (e.g., *Reading in Virginia*, *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *Young Children*). Best to search the GMU databases. Possible journals include**

- Early Childhood Research Quarterly
- Journal of Early Childhood Literacy
- Journal of Literacy Research
- Language Arts
- Literacy Research & Instruction
- Reading Research Quarterly
- Reading and Writing Quarterly
- Educational Psychology
- Elementary School Journal

### Literature Review Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
<b>1.1c</b> Demonstrate a critical stance toward the scholarship of the profession.	<i>Provides exemplary evidence of a critical stance toward the scholarship of the profession.</i>  The review offers an effective synthesis <b>and</b> critique of the body of literature on the topic.	<i>Provides satisfactory evidence of a critical stance toward the scholarship of the profession.</i>  The review provides only a synthesis of research on the topic.	<i>Provides partial evidence of a critical stance toward the scholarship of the profession.</i>  The review provides a summary of the research on the topic.	<i>Provides little or no evidence of a critical stance toward the scholarship of the profession.</i>  Research is not clearly summarized.
<b>1.1d</b> Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).	<i>Provides exemplary evidence of reading and understanding the literature and research about factors that contribute to reading success.</i>  The review draws original <b>and</b> insightful conclusions about the factors that contribute to literacy success.	<i>Provides satisfactory evidence of reading and understanding the literature and research about factors that contribute to reading success.</i>  The review concludes with a synthesis of factors that contribute to literacy success.	<i>Provides partial evidence of reading and understanding the literature and research about factors that contribute to reading success.</i>  The review includes a summary of factors that contribute to literacy success.	<i>Provides little or no evidence of reading and understanding the literature and research about factors that contribute to reading success.</i>  The review does not address how factors contribute to literacy success.
<b>1.2a</b> Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.	<i>Provides exemplary evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i>  The review draws original and	<i>Provides satisfactory evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i>  The review provides a	<i>Provides partial evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i>  The review provides a	<i>Provides little or no evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i>  The review does not provide a view

	insightful conclusions about knowledge from the field that can be used to address the needs of all learners.	synthesis of knowledge from the field that can be used to address the needs of all learners.	summary of knowledge from the field that can be used to address the needs of all learners.	that addresses the needs of all learners.
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## Part II. Grant Proposal

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 II.

### Grant Proposal Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
<b>1.1a</b> Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.	<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>  The proposal presents a well-researched <b>and</b> well-defined <b>and</b> well-connected theoretical base to support the work to be funded.	<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>  The proposal presents a well-defined theoretical base but it is not well connected to the work to be funded.	<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>  The proposal presents a theoretical base, but it is not well defined.	<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>  The proposal does not present a theoretical base for the work to be funded.
<b>2.1a</b> Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum for all students.	<i>Provides exemplary evidence of understanding the research and literature that undergirds the reading and writing</i>	<i>Provides satisfactory evidence of understanding the research and literature that undergirds the reading and writing</i>	<i>Provides partial evidence of understanding the research and literature that undergirds the reading and writing</i>	<i>Provides little or no evidence of understanding the research and literature that undergirds the reading and writing</i>

	<p><i>curriculum for all students.</i></p> <p>The proposal demonstrates <b>complete</b> understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>	<p><i>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>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>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><b>6.2d</b> 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 <b>complete</b> 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>
<p><b>6.4b</b> Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</p>	<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</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. <b>EITHER</b> involved personnel <b>OR</b> evaluation of the</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. <b>NEITHER</b> involved personnel <b>NOR</b> evaluation of the</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>

	and how the plan will be evaluated.	plan are discussed in detail, but not both.	plan are discussed in detail, although they each may be briefly mentioned.	
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**Writing Rubric (to be used across all papers)**

	Exemplary (4)	Proficient (3)	Developing (2)	Not met (1)
<b>Writer uses a variety of resources to support ideas.</b>	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
<b>Readability</b>	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.