

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

EDRD 634.DL1– School-Based Leadership in Literacy  
3 Credits, Spring 2021  
Monday, 4:30-7:10 Online

**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, and EDRD 633: Literacy Assessments and Interventions for Individuals, admission to literacy emphasis or permission of program coordinator.

**University Catalog Course Description**

Prepares reading specialist as a school leader. Expands knowledge of literacy gained in prerequisite courses, and applies it to professional development work with teachers at their own site.

**Course Overview**

This is an online course designed to prepare teachers becoming reading specialists in Virginia. Classes will blend synchronous and asynchronous online sessions to structure the learning experience.

**Course Delivery Method**

This course will be delivered online (76% or more) using synchronous and asynchronous formats 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 Saturday, January 23.

**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 headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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:

- Serve as a school leader in literacy
- Expand on their knowledge of literacy gained in prerequisite courses and apply it to professional development work with teachers at their own school sites.
- Design and implement specific literacy professional development activities.
- Work collaboratively to create, implement, and evaluate a variety of professional development experiences for teachers, administrators, and paraprofessionals.
- Understand and enact an advanced, research-based study of literacy professional development as necessary for teachers seeking a Virginia Reading Specialist License.

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

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

- 1.1 Understand major theories and empirical research that describes the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connection.
- 2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

- 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- 6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Virginia Standards for Reading Specialist Programs addressed in the course:

- 6c. Demonstrate an understanding of the significance of cultural contexts upon language
- 6d. Demonstrate an understanding of varying degrees of learning disabilities
- 6g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers
- 6h. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division

### **Required Texts**

Shearer, B. A., Carr, D. A., & Vogt, M. E., & (2019). *Reading specialists and literacy coaches in the real world. (4th ed)*. Long Grove, IL: Waveland Press.

### **Optional Texts (Bookclub choices)**

Allen, J. (2016). *Learning to be a literacy leader: Supporting learning and change* (2<sup>nd</sup> ed). Stenhouse.

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

McKenna, M. & Walpole, S. (2009). *The literacy coaching challenge: Models and methods for grades K-8*. Guilford

Risko, V. J. & Vogt, M. (2016). *Professional learning in action: An inquiry approach for teachers of literacy*. Teachers College Press.

### **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).

[Further information regarding specific course assignment submission instructions may be inserted here or in one of the applicable categories below.]

- **Assignments and/or Examinations**

Professional Development Mentoring Project (50%). A detailed description follows, along with a rubric at the end of the syllabus. This is a Performance-Based Assessment.

GoReact coaching participation (20%)- Thoughtful online coaching participation will earn the full points available. This includes your timely uploading and commentary/posed questions on your PD and mentoring videos for your peer coach. It also includes your timely and thoughtful coaching

feedback to your partner. Please experiment with GoReact and your video recording/uploading options in advance of the first coaching due date in order to maintain a good peer coaching relationship throughout the assignment.

- **Other Requirements**

*Two Professional Vision Statements (5%)* At the beginning and end of the semester you will provide a 1-2 page written statement that explains your understanding of literacy professional learning, coaching, and your personal career goals/plans for the future. Due 1/28 and 4/29

*Bookclub Participation (15%)*- Thoughtful discussion of self-selected bookclub text will earn the full points available. This includes working within your bookclub group to set a reading schedule, lead, and participate in active discussions where you connect bookclub text with course content and other course readings.

*Class Attendance and Participation (10%)* - Daily (in person and online) attendance and consistent, thoughtful participation will earn the full 10 points per day for class participation (total 150). For each session you are absent, 5 points will be deducted from your class participation points up to the total of 10 points. Attendance will be taken at the beginning of each class session. Two tardies are equivalent to one absence, and missing 3 or more of our class sessions will result in automatic failure of the class. Participation includes peer coaching of a classmate during the required PBA tasks.

*Active participation is expected* and will be evaluated each class session using the following rubric:

Excellent (9-10)	Competent (7-8)	Minimal (5-6)
Regularly attends class, asks thoughtful questions, and makes observations that indicate reflections and analysis appropriate to the topic. Participates actively in small group activities and class discussions. Clearly well prepared for class.	Regularly attends class and occasionally asks questions or makes observations that indicate reflections and analysis appropriate to the topic. Participates in small group activities and class discussions. Adequately prepared for class.	Misses more than three classes and rarely asks questions or makes comments that indicate familiarity with the topic. Minimal participation in small group activities and class discussions.

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-on-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.

## 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).

Incompletes must be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 634 is a prerequisite for EDRD 635).

### Grading Scale

A= 94%-100%

A- = 90%-93%

B+= 87%-89%

B= 80%-86%

C= 75%-79%

### Professional Dispositions

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

### Class Schedule

Week	Topics	Assignments DUE	Readings DUE
1. 1/25  <b>SYNC</b>	Syllabus Overview  Historical Perspectives: Where are we going & where have we been?  The role of the reading specialist  Developing a needs assessment	Take free online personality test: <a href="http://www.truity.com/view/tests/personality-type">http://www.truity.com/view/tests/personality-type</a>  <b>BRING 1-pg personal coaching statement DRAFT (details emailed before class begins)</b>  Locate your EDRD 632 school report card project & <b>bring to class</b>	IRA Position Statement & Research Brief in Support of: The Multiple Roles of School-Based Specialized Literacy Professionals <a href="http://www.literacyworldwide.org/about-us/where-we-stand">http://www.literacyworldwide.org/about-us/where-we-stand</a>  Coaching for impact: Six pillars to create coaching roles that achieve their potential to improve teaching and learning (available on Bb)  Browse Coaching Bookclub text choices online

<p>2. 2/1</p> <p><b>SYNC ONLINE</b></p>	<p>Creating a school wide vision for literacy instruction (week 1 of 2)</p>	<p><b>Principal permission for Literacy Coaching Project DUE</b></p> <p>Workshop: Come prepared to <u>draft</u> your needs assessment</p>	<p>Shearer, Carr, &amp; Vogt Chapter 1 &amp; 2</p> <p>Galloway &amp; Lesaux (2014)</p> <p>Bean et al. (2015)</p>
<p>3. 2/8</p> <p><b>SYNC ONLINE</b></p>	<p>Creating a school wide vision for literacy instruction (2/2)</p>	<p><b>Final Needs Assessment DUE</b></p> <p>Bookclub Meeting</p>	<p>Shearer, Carr, &amp; Vogt Chapters 3 &amp; 4</p> <p>Chainer-Ladd, Ippolito, &amp; Dobbs (2016). The roles of teacher leaders in guiding PLCs focused on disciplinary literacy.</p> <p>Desimone (2011). A Primer on Effective Professional Development.</p>
<p>4. 2/15</p> <p><b>SYNC ONLINE</b></p>	<p>Characteristics of effective professional development</p> <p>Adult learning theories</p>	<p>Needs Assessment analysis: Share raw data in small group</p> <p>Bookclub Meeting</p>	<p>WestEd NCSI brief: Effective coaching: Improving teacher practice and outcomes for all learners</p> <p><i>Choose 1 with jigsaw group:</i> McKenna &amp; Walpole (2008). Chapter 3 from <i>The Literacy Coaching Challenge</i>.</p> <p>Webster- Wright (2010). Reframing Professional Development Through Understanding Authentic Professional Learning</p>
<p>5. 2/22</p> <p><b>SYNC ONLINE</b></p>	<p>Planning to impact student achievement</p> <p>Writing your PD plan</p>	<p><b>School Needs Assessment Power Point DUE (includes planned study group topic)</b></p>	<p>Shearer, Carr, &amp; Vogt Chapter 11</p> <p>Sailors &amp; Price (2010). Professional Development that Supports the Teaching of Cognitive Reading.</p> <p>Hanson (2011). The Life of a Literacy Coach.</p> <p>Elish-Piper &amp; L’Allier (2011). Examining the Relationship Between Literacy Coaches and Student Reading Gains in Grades K-3.</p>

<p>6. 3/1</p> <p><b>SYNC ONLINE</b></p>	<p>Culture &amp; Language</p> <p>Reading/literacy programs in schools</p> <p>Study groups &amp; mentoring</p>	<p>Generating ideas &amp; formats for teacher study groups</p> <p><b>PD 5-page plan DUE</b></p>	<p>Shearer, Carr, &amp; Vogt Chapters 8 &amp; 9</p> <p>Allen (2015) Ch 5</p> <p>Walker-Dalhouse et.al (2010). Helping Diverse Struggling Readers Through Reflective Teaching and Coaching.</p> <p><i>Optional: Walpole &amp; Blamey (2008). Elementary Literacy Coaches/Dual Roles.</i></p>
<p>7. 3/8</p> <p><b>SYNC ONLINE</b></p>	<p>Serving as a literacy coach and providing professional development</p>	<p><b>First study group plan DUE</b></p> <p>Bookclub Meeting</p>	<p>Robertson et al. (2019). Unpacking Productive Coaching Interactions: Identifying Coaching Approaches that Support Instructional Uptake</p> <p>Hunt &amp; Handsfield (2013). The Emotional Landscapes of Literacy Coaching: Issue of Identity, Power, and Positioning.</p> <p>CHOOSE 1: <i>Stover et.al (2011). Differentiated Coaching: Fostering Reflection with Teachers.</i></p> <p><i>Peterson, Taylor, Burnham &amp; Schock (2009). Reflective Coaching Conversations.</i></p>
<p>8. 3/15</p> <p><b>ASYNCR online class</b></p>	<p>Peer coach work session</p>	<p>Work on Study Group &amp; Mentoring project</p> <p><b>Between 3/15- 4/22, conduct 3 study group sessions and 1 one-on-one mentoring session according to PBA instructions and your <u>instructor-approved</u> plan. As you complete each session, reflect on the content, process, and learning. Upload your video and annotate it for your peer-coaching partner. Discuss your session via GoReact. Reflect. Revise your subsequent plans to better improve teacher PD outcomes. Repeat until all 3 SG and 1:1 sessions are completed.</b></p>	
<p>9. 3/22</p> <p><b>ASYNCR online class</b></p>	<p>Study Groups</p>	<p>Individual Conferences as needed for project</p> <p><b>GoReact peer coaching comments for partner</b></p>	

10. 3/29  Local schools spring break		<b>We will not meet this week.</b>  <b>You are responsible for maintaining GoReact video uploads/commentary and providing your partner with peer coaching comments</b>	
11. 4/5  <b>SYNC ONLINE</b>	Study Groups	Yopp et al. (2011). How to be a wise consumer of coaching  <b>GoReact peer coaching comments for partner</b>  <b>**In-class peer coaching (videotape and upload to GoReact; comment on your coaching development)</b>	
12. 4/12 <b>ASYNC online class</b>	Study Groups & Mentoring	<b>GoReact peer coaching comments for partner</b> Individual Conferences as needed for project	
14. 4/19  <b>SYNC ONLINE</b>	Wrapping up Study Groups and One-on-one mentoring	<b>**In-class peer coaching</b>  <b>All GoReact peer coaching comments due by <u>4/26</u></b>  <b>Revised personal coaching statements</b> (How have your perspectives expanded this semester?)	
15. 4/26  <b>SYNC ONLINE</b>	Evaluating and selecting literacy instructional & technological materials.  Bringing it together- final Q&A	Have available a current literacy textbook or program used in your school  Interviewing Workshop	Shearer, Carr, & Vogt Chapter 10
<b>All PBA components (entire PD project) must be uploaded to TK20 by 5/3 at midnight.</b>			

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/> .**

### **Additional Information: Required State Licensure Assessment**

Reading for Virginia Educators: Reading Specialist (RVE for Reading Specialists: 5304). Taking this test is a program requirement for students in the K-12 Reading Specialist Concentration, and achieving a passing score is a licensure requirement for reading specialists. *Students must name Mason as a score recipient when they register for the test with ETS.* The RVE should be taken in the last semester before finishing literacy coursework, typically EDRD 634. Registration information for the RVE is available on the ETS Web site <http://www.ets.org/praxis/register>.

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

## **George Mason University**

### **College of Education and Human Development**

#### **NCATE Assessment # 6**

#### **Literacy Coaching Project**

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

#### **Purpose**

**The purpose of this assignment is for candidates to develop proficiency as literacy coaches within a K-12 school setting. This project will include a mini-internship that is partially completed in the teacher's school or a field placement.**

#### **Directions to Candidates**

For this PBA, you will complete the Literacy Coaching Project as part of a mini-internship. Some aspects will be completed within the university setting and others will be completed in your own school or a field placement, if you are not working in a school. You will also participate in university seminars at key points in the term, as well as small group meetings. You will have choices within this project, but everyone will be working toward the same standards, which are outlined on two rubrics.

Part I (Getting Started): During the first month:

1. For the first seminars, you will have reading assignments of research-based chapters and articles related to principles of adult development and teacher professional development as well as school culture and organizational change. These will be discussed in class and will be important for you to consider as you move forward in this project.
2. You also will meet with the school's principal or other administrator and/or reading specialist (if there is one) to learn about the reading program at the school and student population, and to gain permission as well as ideas for this project.
3. You will then (with the help of your seminar instructor and the school personnel), design a needs assessment survey for the teachers at the school (related to professional development needs and interests at the school) and collect and analyze the results. Be sure to include questions related to

diverse learners in your survey. For this you may use a paper or electronic format, with school permission. Share and discuss the results of this survey with your school administrator, if possible. In your discussion, get ideas for #4 (below).

4. After completing these steps, write a **5-page proposal** for an overall professional development plan for the school for the coming school year. In your proposal demonstrate your knowledge of adult/teacher development, ways school culture and other influences affect organizational change, effective literacy instructional practices, and the specific strengths and needs of the diversity of learners at this school. Your instructor will provide a letter introducing the project to your school administration.

#### Part II: Study Group Leadership and Mentoring (University course setting)

1. Design a detailed study group for peers in your course section and meet with them for at 4 sessions (30 minutes each). You will plan and lead two of these sessions and participate as a group member in two additional sessions. There should be 3-6 peers in the group.
  - a) The group can study any literacy topic identified by the needs assessment, but be sure to include information and opportunity for discussion on themes in the Standards (see rubric below) that go across topics, including *appropriate use of resources* (including technology), *differentiation for diverse learners*, and *creating a literate environment*. For example, as you help the teachers learn comprehension strategies for teaching Science, you would also include discussion of themes that go across topics.
  - b) Before beginning the study group, submit an overall plan to your instructor and gain approval to begin.
  - c) After each group meeting, view your video and write a reflection based on your study group facilitation and your perceived coaching development. Upload a 5-10-minute clip of your study group video to GoReact. Share your video with your in-class peer coach and discuss (via GoReact annotations) your ongoing coaching development and study group facilitation (both one-on-one coaching sessions with your peer will be videotaped for reflection). Create a detailed plan for the next meeting based on what occurred in the previous study group session and your peer coach's feedback. Between sessions, ask participants to try out some of the strategies they learned so that informal results can be discussed at the next session. At the end of your 2 sessions, collect anonymous evaluations completed by the participants and include this information in your final reflection.

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

**PBA Rubric: Literacy Coaching Project Part 1: Needs assessment & proposal (NCATE 6) 25 pts**

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

schoolwide professional development program.	research base to assist in building an effective schoolwide professional development program.	research base to assist in building an effective schoolwide professional development program.	assist in building an effective schoolwide professional development program.	assist in building an effective schoolwide professional development program.	
<b>6.2a</b> Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides exemplary evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides satisfactory evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides partial evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides little or no evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	

**Part 2: Study Groups (25 pts)**

<b>IRA Standard/ Element</b>	<b>Exceeds Expectations (3)</b>	<b>Meets Expectations (2)</b>	<b>Approaching Expectations (1)</b>	<b>Below Expectations (0)</b>	<b>Score</b>
<b>4.1b</b> Assist teachers in developing reading and writing instruction that is responsive to diversity.	Provides exemplary evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides satisfactory evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides partial evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides little or no evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	
<b>5.1</b> Design the physical environment to optimize students' use of traditional print, digital, and online resources	Provides exemplary evidence of designing the physical environment to optimize students' use of	Provides satisfactory evidence of designing the physical environment to optimize students' use of	Provides partial evidence of designing the physical environment to optimize students' use of traditional print,	Provides little or no evidence of designing the physical environment to optimize students' use of traditional	

in reading and writing instruction.	traditional print, digital, and online resources in reading and writing instruction.	traditional print, digital, and online resources in reading and writing instruction.	digital, and online resources in reading and writing instruction.	print, digital, and online resources in reading and writing instruction.	
<b>5.2</b> Design a social environment for learners that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	
<b>6.2d</b> Demonstrate effective interpersonal, communication and leadership skills.	Provides exemplary evidence of effective interpersonal communication, and leadership skills.	Provides satisfactory evidence of effective interpersonal communication, and leadership skills.	Provides partial evidence of effective interpersonal communication, and leadership skills.	Provides little or no evidence of effective interpersonal communication, and leadership skills.	
<b>6.3a</b> Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides exemplary evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides satisfactory evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides partial evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides little or no evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	
<b>6.3c</b> Support teachers in their efforts to use technology in	Provides exemplary evidence of supporting	Provides satisfactory evidence of supporting	Provides partial evidence of supporting teachers in their	Provides little or no evidence of supporting teachers in their	

literacy and assessment and instruction.	teachers in their efforts to use technology in literacy and assessment and instruction.	teachers in their efforts to use technology in literacy and assessment and instruction.	efforts to use technology in literacy and assessment and instruction.	efforts to use technology in literacy and assessment and instruction.	
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