EDRD 680.DL1 – Foundations of Coaching and Fostering Professional Learning
3 Credits, Fall 2021
Asynchronous, Online

Faculty

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Prerequisites/Corequisites
Admission to the Literacy Coaching Graduate Certificate program

University Catalog Course Description
Reviews theoretical, conceptual, and evidence-based foundations of comprehensive literacy programs designed to meet the needs of all learners. Develops specific understandings of the evidence-based foundations of effective professional learning and adult learning theory, including learning strategies appropriate for individual, small-group, and schoolwide professional development settings. Provides experiences with leading effective professional development.
Note: This course requires students to conduct related practice in their own schools or specified field settings.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered online (76% or more) using an 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 August 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

  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
- 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.
- 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:
  - 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/

Expectations
- Because asynchronous courses do not have a "fixed" meeting day, our week will start on Thursday, and finish on Wednesday.
- 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.
- 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 ensure 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. Summarize the key theoretical and evidence-based components of a comprehensive literacy program designed to meet the needs of all learners. (1.1, 1.3)

2. Analyze and evaluate literacy curricula to determine their appropriateness for all learners. (2.1)
3. Facilitate collaborative efforts to identify develop a vision and goals for a comprehensive literacy program. (2.4)
4. Identify evidence-based principles of effective professional learning and adult learning theory. (1.2)
5. Determine the purposes and rationales for a variety of professional learning strategies to be used in both individual and schoolwide professional development settings. (1.2)
6. Design and lead literacy professional development activities demonstrating their ability to facilitate collaboration. (6.1, 6.2, 6.3, 7.2, 7.3, 7.4)

Professional Standards (International Literacy Association**)**
Upon completion of this course, students will have met the following standards for Literacy Coach Candidates from the International Literacy Association's *Standards for the Preparation of Literacy Professionals 2017*:

1.1 Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, including language acquisition, reading, writing, speaking, listening, viewing, and visually representing from pre-K through grade 12 and across academic disciplines, including connections and potential integration for literacy learning.

1.2 Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community–school partnerships, collaboration, coaching, and leadership.

1.3 Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations for developing, implementing, and evaluating schoolwide comprehensive literacy instruction and curriculum, including that of disciplinary literacy, pre-K through grade 12.

2.1 Candidates coach classroom teachers and other professionals in selecting, designing, analyzing, and evaluating the school's literacy curriculum, aligned to state and district standards.

2.4 Candidates, in collaboration with school and district personnel, facilitate efforts to develop a vision and goals for a comprehensive literacy program, including across the academic disciplines, that reflects evidence-based practices, and effective integration of all dimensions of language and literacy.

6.1 Candidates reflect on their work, belong to professional organizations, and as critical consumers of research, policy, and practices, share findings with colleagues and other stakeholders

6.2 Candidates design, facilitate, and lead professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops), using collaborative data collection, analysis, and decision-making processes.

6.3 Candidates use their knowledge of adult learning and leadership to support teacher inquiry and reflectivity by using coaching tools and processes (e.g., modeling, problem solving, observation–feedback cycles, coteaching) in their work with individual and groups of teachers.

7.2 Candidates develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community–school partnerships.

7.3 Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coaches.

7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand coaching processes and tools, have literacy content and pedagogical knowledge, understand literacy assessment, and have coaching experiences.

Required Texts
Murray, J. (2014). *Designing and implementing effective professional learning*. Corwin.

Additional readings will be made available on Blackboard and through GMU Library databases.

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

- **Assignments and/or Examinations** *(See Blackboard for specific guidelines and rubrics for all assignments.)*

1. Online Activities – 40 points (20%)
Most weeks you will have online modules that involve an array of activities, including recording your thoughts, reactions, connections, and questions related to assigned readings and content, online discussions, and reflective journaling

These activities are designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. Each weekly module will open on Thursday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Wednesday (see the class schedule for specific dates). Work submitted more than one week after the due date will not be accepted. Once each module is opened, it will remain open so that you may go back and review content from previous weeks. There are 5 online modules (each is worth 8 points).

While specific instructions and evaluation criteria will be provided for all activities, the following general criteria apply to all online activities. For each online module, you should thoughtfully and thoroughly complete all activities in the module. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module.

When there are discussion board or VoiceThread posts where you are to engage in online conversation with your peers, you should complete your initial post by 11:59 p.m. on Sunday and then respond briefly but thoughtfully to at least two peers' posts by 11:59 p.m. on Wednesday. Your initial posts should be approximately 200 to 250 words in length and should capture your thinking around the prompts posted with insights gained through readings/materials in the module. Video entries should be 3 to 5 minutes in length. Your writing/speaking needs to be clear, concise, well-organized, and professional in tone. Responses to peers' posts should be specific, thoughtful, and respectful and vary from 50 to 150 words (or 1 to 3 minutes). They should also include connections to module content, reflect critical thinking, and generate further dialogue around meaningful application in practice.

For each module, your engagement with the online activities will be scored using the following rubric:

Criteria for Evaluation	Meets Expectations	Approaches Expectations	Below Expectations
Timeliness & Completeness	Online activities are *complete* **_AND_** submitted *on time*. (2 points)		Online activities are *incomplete* **_OR_** submitted *late*. (0 points)
Quality of Responses	Most responses demonstrate *thoughtful* contemplation of ideas, demonstrate a *clear understanding* of course content, and *include references* to course materials and concepts. (4 points)	Most responses demonstrate a *basic understanding* of course content, though *inaccuracies* may exist. *References* to course materials and concepts are *limited*. (3 points)	Most responses demonstrate *little or no understanding* of course content **_OR_** *no responses are submitted*. (0 points)
Collaboration with Peers	When required, responses to peers are *relevant*, *connected* to course content, and *stimulate* further thinking and discussion. (2 points)	When required, responses to peers are *vague*, with *few connections* to course content. (1 point)	*No responses* provided to peers. (0 points)

2. Literacy Curricula Evaluation – 40 points (20%)
First, you will select a literacy needs assessment tool for evaluating literacy curriculum and administer it. Then, you will analyze the data gathered. Finally, you will evaluate the literacy curricula being used in your school, identifying their strengths and limitations, alignment with instructional standards, incorporation of the key theoretical and evidence-based components of a comprehensive literacy program, and appropriateness for all learners (e.g., English learners, those with difficulties learning to read or write, the gifted). Reflect on how this information might be used to support (or help develop) a common vision and goals for a schoolwide comprehensive literacy program for your school.

3. Professional Learning Strategies Exploration – 60 points (30%)
You will choose a professional learning strategy (identified in the course schedule) and locate at least 3 additional scholarly resources (beyond just the course text) describing its use and effectiveness. You will then create a short video presentation (4 to 6 minutes) providing an in-depth explanation of the strategy including the purposes for using it, rationales for when/why it might be used most appropriately, steps to follow in implementing it, and how it might support effective professional learning for adults. You should also include a list of resources to help others implement the approach. You will post your video for the class to view and facilitate online discussion about the strategy.

4. Professional Learning Project – 60 points (30%)
You will design a professional learning activity to be implemented in your own school setting. You must include at least one of the professional learning activities explored in the class. First, you will submit your plan to both your instructor and coaching partner for feedback. Then, after making any needed revisions, you will conduct your planned professional learning activity in your own school setting. You will video your session. Both your partner and instructor will provide feedback on your facilitation of professional learning. Finally, you will reflect on the professional learning session you led including how you did/did not adhere to principles of adult learning theory and effective professional learning, how collaboration was established as part of your session, and the professional learning outcomes for your teachers.

- **Other Requirements**
  Assignment Guidelines
  All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. <u>Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from assignments for *each* day they are submitted late.</u>

  Assignments should follow APA (7th 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 (7th ed.) 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 title (ex: JOHNDOEResearchCritique1.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.

  Communication
  Email is my preferred form of communication, so please check your GMU email account daily, as that will be the account I use to contact you. I am always available via email, but please allow a 48-hour

response time for replies. If you have not heard from me within 48 hours, please email me again. I will also host regular online office hours throughout the semester or will meet with you by phone or online at other times by appointment.

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 option in the main menu, and (c) go to the Literacy Program Advising 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.

Important Course Dates
Wednesday, August 25 – Last Day to Add
Friday, August 27 – Last Day to Drop (with 100% tuition refund)
Friday, September 10 – Last Day to Withdraw (with no tuition refund)
Monday, October 11 – Last Day of Class
Wednesday, October 13 – Last Day of Exams
Monday, October 18 – EDRD 681 begins

- **Grading**

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Grading Scale

A	= 94 – 100%
A-	= 90 – 93%
B+	= 87 – 89%
B	= 84 – 86%
B-	= 80 – 83%
C	= 75 – 79%
F	= below 75%

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Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

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 VIAhelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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.

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

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.
Murray = *Designing and Implementing Effective Professional Learning*

Date	Topics	Readings	Assignments Due
Module 1 Aug. 26 – Sept. 1	Comprehensive Literacy Programs and Materials at the Elementary and Secondary Levels	– Bean & Goatley (2021) – Developing a School Literacy Program: Facilitating School Change – Wepner et al. (2016) – Know Approaches and Programs to Language and Literacy Instruction	– Module 1 Activities
Module 2 Sept. 2 – 8	Effective Professional Learning (PL)	– Murray – Chs. 1 - 5	– Literacy Curricula Evaluation
Module 3 Sept. 9 – 15	PL Strategies: Lesson Study, Critical Friends, & School Rounds	– Murray, Chs. 6-8	– Module 3 Activities – Professional Learning Strategies Exploration (as assigned)
Module 4 Sept. 16 – 22	PL Strategies: Action Research, Peer Coaching, Study Groups/Book Clubs	– Murray, Chs. 9 & 11 – Allen (2016) – Study Groups: Developing Voluntary Professional Development	– Module 4 Activities – Professional Learning Strategies Exploration (as assigned)
Module 5 Sept. 23 – 29	PL Strategies: Using Technology to Support Professional Learning	– Murray, Chs. 12 & 13	– Module 5 Activities – Professional Learning Strategies Exploration (as assigned) – Professional Learning Project Plan
Module 6 Sept. 30 – Oct. 6	Evaluating the Impact of PL Challenges to PL	– Murray, Ch. 14 – Risko & Vogt (2016) – Evaluating and Understanding Change – Ince (2017) - Managing risk in complex adult professional learning: The facilitator's role. – Parsons et al. (2016). Barriers to change: Findings from three literacy professional learning initiatives.	– Module 6 Activities – Peer Coaching Conversation & Reflection (as scheduled with your partner)
Module 7 Oct. 7 – 13	Supporting Your Own PL as a Coach	– Bean, Ch. 12	– Peer Coaching Conversation & Reflection (as scheduled with your partner) – Professional Learning Project Reflection