

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

EDRD 634.DL1 – School-Based Leadership in Literacy
3 Credits, Fall 2022
Asynchronous, Online

Faculty

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Prerequisites/Corequisites

EDRD 630, EDRD 631, EDRD 632, EDRD 633, and EDRD 637

University Catalog Course Description

Prepares reading specialists as school leaders. Expands on literacy knowledge gained in prerequisite courses and applies it to professional development work with teachers in school settings. **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 22.

At Mason, one credit hour represents one hour in the classroom and a minimum of two hours of out-of-class work per week throughout a 15-week semester (see Academic Policy 2.3 in the University Catalog). Thus, this 3-credit course requires a minimum of 3 hours of classroom instruction (or the equivalent work for asynchronous learning activities) and 6 hours of out-of-class work each week. Please schedule your time accordingly.

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 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

- Course Week:
Because asynchronous class sessions do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- 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 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. Apply foundational knowledge of literacy gained in prerequisite courses to develop, implement, and/or evaluate evidence-based literacy instructional practices and/or curriculum at their own school sites.
2. Design and implement specific literacy professional development activities at their own school sites using knowledge of adult learning.
3. Demonstrate leadership and facilitation skills when working with individuals and groups of educators.
4. Collaboratively create, implement, and evaluate a variety of professional development experiences for teachers, administrators, and paraprofessionals.

Professional Standards (aligned with standards from the International Literacy Association)

Upon completion of this course, students will have met the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

Professionals:

- 1.4 Demonstrates knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.
- 2.1 Uses foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.
- 2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.
- 6.1 Demonstrates the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.
- 6.2 Uses knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.
- 6.3 Develops, refines, and demonstrates leadership and facilitation skills when working with individuals and groups.

Virginia Standards for Reading Specialist Programs addressed in this course:

- 6h. Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development.
- 6i. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division.
- 6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.
- 6k. Demonstrate knowledge of current research and exemplary practices in English and reading.
- 6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

Required Texts

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

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

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

One of the following professional texts (to be assigned during the first week) for book club:

Allen, J. (2016). *Becoming a literacy leader: Supporting learning and change* (2nd ed.). Stenhouse Publishers.

Knight, J. (2016). *Better conversations: Coaching ourselves and each other to be more credible, caring, and connected*. Corwin.

Sweeney, D., & Harris, L. S. (2017). *Student-centered coaching: The moves*. Corwin.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

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**

1. Online Modules (17 points)

There will be 11 modules of varying length across the semester. Most of these modules will involve an array of activities, mostly including recording your thoughts, reactions, connections, and questions related to assigned readings and content. 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 module will open on Monday. All activities and assignments due within that module must be submitted by 11:59 p.m. on Sunday as noted in the class schedule. Work within the online modules 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. Seven of the eleven modules will be graded. Each graded module is worth 3 to 4 points.

While specific instructions and evaluation criteria will be provided for all activities, the following general criteria apply. 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. While your current knowledge as an educator is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each online module.

When there are discussion board posts where you are to engage in online conversation with your peers, you should complete your initial discussion board 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 the following Sunday (see specific schedules within each module). Your initial discussion board posts or journal entries should be at least 300 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 weekly content, reflect critical thinking, and generate further dialogue around meaningful application in teaching practice.

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

Criteria for Evaluation	Meets Expectations	Partially Meets Expectations	Below Expectations
Timeliness & Completeness	Online activities are <i>complete</i> and submitted <i>on time</i> . (0.5 points)	Online activities are <i>complete</i> but are submitted <i>late</i> . (0.4 points)	Online activities are <i>incomplete</i> . (0 points)
Quality of Responses	Most responses demonstrate <i>thoughtful</i> contemplation of ideas, demonstrate a <i>clear understanding</i> of course content, and <i>include references</i> to course materials and concepts. (2.5 points)	Most responses demonstrate a <i>basic understanding</i> of course content, though <i>inaccuracies</i> may exist. <i>References</i> to course materials and concepts are <i>limited</i> . (2 points)	Most responses demonstrate <i>little or no understanding</i> of course content OR <i>no responses are submitted</i> . (0 points)
Collaboration with Peers (when required)	When required, responds to the required number of peers. Responses are <i>relevant, connected</i> to course content, and <i>stimulate</i> further thinking and discussion. (1 point)	When required, responds to fewer than the required number of peers. OR Responses are <i>vague</i> , with <i>few connections</i> to course content. (0.8 points)	<i>No responses</i> provided to peers. (0 points)

2. Online Book Club (8 points)

You will work within a fixed small group of peers who have all chosen to read the same professional book on coaching. Your group will hold one planning meeting and three book club meetings online using Blackboard Collaborate Ultra. During the planning meeting, your group will determine meeting dates/times, assigned reading for each meeting, and your group norms (including the format you'll use to prepare for each discussion). Then, at the times designated by your group, all group members must join the Collaborate session and participate in a 15- to 20-minute online discussion of your book. You will need to turn your camera and microphone on as you participate. Each of you will be responsible for creating discussion questions or points for discussion for each online discussion. Your group will need to record the Collaborate session. Your discussion responses and participation in your group's book discussions are worth a total of 10 points (0.5 points point for planning and 2.5 points per session for participation).

Participation in each session of the Online Book Club will be evaluated using the following rubric:

Criteria for Evaluation	Meets Requirements	Partially Meets Requirements	Does Not Meet Requirements
Book Club Planning	Participates in the planning meeting and contributes ideas supportive of the group's activities. (0.5 points)	Participates in the planning meeting but offers few contributions. (0.4 points)	Does not participate in the planning meeting (0 points)
Book Club Participation	Prepared and shared thoughtful questions/discussion points for the session. AND Actively participated in the discussion, making connections to what others said or to class content. 2.5 points	Prepared questions/discussion points for the session but did not share them. OR Rarely participated in a meaningful way in the discussion. 2 points	Did not prepare questions/discussion points for the session. OR Did not participate in the discussion. 0 points

3. Professional Learning Project (30 points)

In this assignment, you will have the opportunity to demonstrate your knowledge of the specific strengths and needs of the diversity of learners in the school where you work along with adult/teacher

development, effective professional learning practices, and effective literacy instructional practices. You will draw on course activities completed in EDRD 632.

1. Professional Learning Needs Assessment Survey, Analysis, & Presentation: You will refine the needs assessment survey (created in EDRD 632) for the teachers at your school. Obtain permission to distribute the survey to school colleagues, then disseminate, collect, and analyze the results. Discuss the results of this survey with course colleagues along with your school administrator (if desired), to get ideas for the professional development proposal.
2. Year-Long Professional Learning Plan: After analyzing the data from your Professional Learning Needs Assessment Survey, choose one or two overarching topics for teachers' professional learning and develop a year-long professional learning plan to address the specific professional learning goals you identify for the teachers at your school.
3. Professional Learning Proposal: Develop a written professional learning proposal to serve as an artifact of your learning for the course. In this proposal, describe the context of your school, summarize the key findings from your Professional Learning Needs Assessment Survey, justify your choice of professional learning goals, and provide a rationale for specific professional learning activities.

4. Performance-Based Assessment: Literacy Coaching Project (45 points)

Through this PBA you will develop proficiency as a literacy coach as you design and implement professional learning and serve as a peer coach for a classmate.

With your instructor's guidance, identify a professional development topic appropriate for the teachers in the course (or, with your instructor's approval, within your school setting). Then, design and implement 2 professional learning sessions for a small group of 3-6 peers.

Detailed descriptions of this assignment and rubric can be found at the end of the syllabus. Materials to support your work can be found on Bb.

- **Other Requirements**

Assignment Guidelines

All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. Unless arrangements have been made beforehand with your instructor, 5% of the total points will be deducted from assignments for *each* day they are submitted late.

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 are not able to meet during the Center's hours of operation.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assignments 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 your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Communication

Email is my preferred form of communication, so please check your GMU email account 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, licensure exam 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.

Information about the Reading Specialist Praxis Exam

Students interested in seeking Virginia's K-12 Reading Specialist endorsement upon completion of their degree program must achieve a passing score on the Reading Specialist (5302) Praxis licensure exam. Mason must be named as a score recipient when registering for the test with ETS. The exam should be taken during or after completing EDRD 634. Additional information about the text can be found on the Literacy Program Advising Organization on Blackboard.

- **Grading**

<i>Grading Scale</i>	
<u>Grade</u>	<u>Range</u>
A	= 94 – 100%
A-	= 90 – 93%
B+	= 85 – 89%
B	= 80 – 84%
C	= 75 – 79%
F	= below 75%

Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (note that the grade of B- is not given). Incompletes must be cleared before moving to the next course in the instructional sequence.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-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 VIA 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.

Performance-Based Assessment – Literacy Coaching Project

For this PBA, you will complete the Literacy Coaching Project. The purpose of this assignment is for candidates to develop proficiency as literacy coaches. You will have choices within this project, but everyone will be working toward the same standards, which are outlined on the rubric.

With your instructor’s assistance, you will choose a literacy topic identified by the course needs assessment and design 2, 45-minute professional learning sessions for a small group of teachers within your course. (With your instructor’s approval, you may instead design 2 professional learning sessions for a group of teachers in your school setting using data from the professional learning needs assessment you conducted.)

- a) Before each professional learning session, you will submit a draft of your plan to your peer coaching partner and your instructor. Your instructor must approve your plan before you can lead the session. Each session should be video recorded.
- b) After each professional learning session, view your video and reflect on your facilitation of teachers’ learning and your coaching development. Upload the video of your professional learning session to GoReact and identify a 10- to 15-minute clip to share with your peer coach. Meet for a coaching conversation where you discuss your ongoing coaching development and facilitation of teacher learning.
- c) Between sessions, ask participating teachers to try out some of the strategies they learned so that informal results can be discussed at the next session. At the end of the 2 sessions, collect anonymous evaluations completed by the teachers and include this information in your final reflection.

At the end of all of your professional learning sessions, you will develop an overall reflection paper where you reflect personal growth and coaching development, including your role as a classmate’s peer coach.

Rubric for Literacy Coaching Project

ILA Standard/ Component	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
6.1 Demonstrates the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides exemplary evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides satisfactory evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides partial evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	Provides little or no evidence of ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.
6.2 Uses knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.	Provides exemplary evidence of knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.	Provides satisfactory evidence of knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.	Provides partial evidence of knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.	Provides little or no evidence of knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.
6.3 Develops, refines, and demonstrates leadership and facilitation skills when working with individuals and groups.	Provides exemplary evidence of developing, refining, and demonstrating leadership and facilitation skills when working with individuals and groups.	Provides satisfactory evidence of developing, refining, and demonstrating leadership and facilitation skills when working with individuals and groups.	Provides partial evidence of developing, refining, and demonstrating leadership and facilitation skills when working with individuals and groups.	Provides little to no evidence of developing, refining, and demonstrating leadership and facilitation skills when working with individuals and groups.

Class Schedule

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

<u>Date</u>	<u>Topic</u>	<u>Reading & Assignments Due</u>
Module 1 Aug. 22 – 28	The Role of the Reading Specialist	READ – Shearer et al. – Ch. 1 & 2 – ILA Position Statement on the Multiple Roles of School-Based Specialized Literacy Professionals – ILA Research Brief in Support of the Multiple Roles of School-Based Specialized Literacy Professionals – ILA Literacy Leadership Brief on Coaching for Change DUE – Complete module activities on Bb by 11:59 p.m.
Aug. 29	LAST DAY TO ADD	
Module 2 Aug. 29 – Sept. 4	Creating School-Wide Visions & Plans for Literacy	READ – Shearer et al. – Ch. 3, 4, & 5 DUE – Complete module activities on Bb by 11:59 p.m.
Module 3 Sept. 5 – 18 (2 weeks)	Characteristics of Adult Learners and Effective Professional Development	READ – McKenna & Walpole – Serving Adult Learners – Bates & Morgan – Seven Elements of Effective Professional Development – Desimone – A Primer on Effective Professional Development DUE – Submit your signed permission letter from your administrator on Bb by 11:59 p.m. – Complete module activities on Bb by 11:59 p.m.
Sept. 6 Sept. 13	LAST DAY TO DROP WITH 100% TUITION REFUND LAST DAY TO DROP WITH 50% TUITION REFUND	
Module 4 Sept. 19 – Oct. 2 (2 weeks)	Creating a Professional Learning Plan	READ – Shearer et al. – Ch. 11 DUE – Complete module activities on Bb by 11:59 p.m.
Sept. 27	LAST DAY TO WITHDRAW (NO REFUND)	
Module 5 Oct. 3 – 9	Leading Principled Practice	READ – Shearer et al. – Ch. 6 & 10, chapters 7, 8, or 9 as applicable to your school context DUE – Complete module activities on Bb by 11:59 p.m.
Module 6 Oct. 10 – 16	Designing Professional Learning Activities	READ – Allen – Study Groups: Developing Voluntary Professional Development – Elish-Piper et al. – Presenting Powerful Professional Development

<u>Date</u>	<u>Topic</u>	<u>Reading & Assignments Due</u>
		<ul style="list-style-type: none"> - Stover et al. – Differentiated Coaching: Fostering Reflection with Teachers <p>DUE</p> <ul style="list-style-type: none"> - Complete module activities on Bb by 11:59 p.m.
<p>Module 7 Oct. 17 – 23</p>	<p>Finalizing the Professional Learning Project</p>	<p>DUE</p> <ul style="list-style-type: none"> - Professional Learning Project
<p>Module 8 Oct. 24 – 30</p>	<p>Balancing the Challenges of Coaching</p>	<p>READ</p> <ul style="list-style-type: none"> - Kise – Differentiated Coaching - Pletcher et al. – Coaching on Borrowed Time: Balancing the Roles of the Literacy Professional - Toll – 5 Perspectives for Leadership Success\ - Toll – But I Don’t Need a Coach! <p>DUE</p> <ul style="list-style-type: none"> - Complete module activities on Bb by 11:59 p.m.
<p>Module 9 Oct. 31 – Nov. 13 (2 weeks)</p>	<p>Professional Learning Session 1: Planning, Leading & Peer-Coaching</p>	<p>FOR PROFESSIONAL LEARNING SESSION 1:</p> <p><i>BEFORE YOUR SESSION:</i></p> <ul style="list-style-type: none"> - Submit a draft of your session plan to your peer coaching partner and instructor for feedback. <p><i>DURING YOUR SESSION:</i></p> <ul style="list-style-type: none"> - Lead and video record your first PL session. <p><i>AFTER YOUR SESSION:</i></p> <ul style="list-style-type: none"> - After leading your first PL session: <ul style="list-style-type: none"> o add brief reflection notes to your session plan immediately following your session. o upload the video of your session to GoReact and post an introductory comment for your peer coach letting them know the type of feedback you are requesting. o watch your video and add your reflection annotations. o meet with your peer coach for a coaching session (online via GoReact at a time TBD with your peer coach). o add brief reflection notes from your coaching session regarding the experience of being coached to your session plan. <p><i>IN YOUR ROLE AS PEER COACH</i></p> <ul style="list-style-type: none"> - Watch your partner’s video of their first PL session. <ul style="list-style-type: none"> o Gather data (using a variety of coaching tools) to use as you lead a post-observation conference. Be sure to attend to your partner’s requested feedback. o Plan for your coaching session with your partner. - Meet with your partner and lead a coaching session (online via GoReact at a time TBD with your partner).

<u>Date</u>	<u>Topic</u>	<u>Reading & Assignments Due</u>
		<ul style="list-style-type: none">- Upload the video of the coaching session you led to GoReact, watch it, and add your reflection annotations.

<u>Date</u>	<u>Topic</u>	<u>Reading & Assignments Due</u>
<p>Module 10 Nov. 14 – Dec. 4 (2.5 weeks)</p>	<p>Professional Learning Session 2: Planning, Leading & Peer-Coaching</p>	<p>FOR PROFESSIONAL LEARNING SESSION 2: <i>BEFORE YOUR SESSION:</i></p> <ul style="list-style-type: none"> – Using feedback from your peer coach, develop your second PL session plan. Submit a draft of your plan to your peer coaching partner and instructor for feedback. <p><i>DURING YOUR SESSION:</i></p> <ul style="list-style-type: none"> – Lead and video record your second PL session. <p><i>AFTER YOUR SESSION:</i></p> <ul style="list-style-type: none"> – After leading your second PL session: <ul style="list-style-type: none"> ○ add brief reflection notes to your session plan immediately following your session. ○ upload the video of your session to GoReact and post an introductory comment for your peer coach letting them know the type of feedback you are requesting. ○ watch your video and add your reflection annotations. ○ meet with your peer coach for a coaching session (online via GoReact at a time TBD with your peer coach). ○ add brief reflection notes from your coaching session regarding the experience of being coached to your session plan. <p><i>IN YOUR ROLE AS PEER COACH</i></p> <ul style="list-style-type: none"> – Watch your partner’s video of their second PL session. <ul style="list-style-type: none"> ○ Gather data (using a variety of coaching tools) to use as you lead a post-observation conference. Be sure to attend to your partner’s requested feedback. ○ Plan for your coaching session with your partner. – Meet with your partner and lead a coaching session (online via GoReact at a time TBD with your partner). – Upload the video of the coaching session you led to GoReact, watch it, and add your reflection annotations.
<p>Module 11 Dec. 5 – 11</p>	<p>Reflecting on Your Coaching</p>	<p>DUE</p> <ul style="list-style-type: none"> – PBA – Literacy Coaching Project (submitted to VIA by 11:59 p.m.)
<p>Wed., Dec. 14</p>	<p>Any required or optional revisions for the PBA due by 11:59 p.m.</p>	