

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

EDRD 634.6L8 – School-Based Leadership in Literacy  
3 Credits, Spring 2023  
Mason in Loudoun, Signal Hill 208

**Faculty**

Name: Jennifer I. Hathaway, Ph.D.  
Online Office Hours: during asynchronous weeks, Wednesdays from 5:00-6:00 p.m. or by appointment  
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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 using a hybrid (2-75% online) format.

**Face-to-Face** meetings: Wednesdays, 5:00-7:10 p.m. (start/end times may be adjusted for classes in March)  
In-person attendance is required on February 1; March 1, 8, 15, & 22; April 12; May 3.

**Synchronous** meetings: Wednesdays, 5:00-7:10 pm, Zoom  
Synchronous online attendance is required on January 25 and February 15. You are expected to log into the online session (link will be provided) and be prepared to begin class at 5:00. Please test your computer equipment in advance in order to participate.

**Asynchronous** meetings: Asynchronous classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Asynchronous weeks will start on Thursday (immediately following the prior week's class) and end on Wednesday on the date indicated in the class schedule. All online tasks and assignments are due by 11:59 p.m. on the date in the schedule.

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](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 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/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week:  
Our course week will begin on Thursday and end on Wednesday. Face to face and synchronous meetings take place on Wednesdays from 5:00 to 7:10 p.m. on the dates indicated in the class schedule.
- 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 that 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*:

- 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. Course Engagement (10 points)

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

Course engagement and participation will be evaluated using the following rubric:

Criteria for Evaluation	Excellent	Satisfactory	Minimal	Unacceptable
	5 points	4.5 points	4 points	0 points
<b>Face-to-Face/ Synchronous Class Attendance</b>	<i>Missed no more than 1 face-to-face or synchronous class session. <b>AND</b> Arrived late or left class early no more than 2 times.</i>	<i>Missed 2 face-to-face or synchronous class sessions. <b>OR</b> Arrived late or left class early 3 times.</i>	<i>Missed 3 face-to-face or synchronous class sessions. <b>OR</b> Arrived late or left class early 4 times.</i>	<i>Missed more than 3 face-to-face or synchronous class sessions. <b>OR</b> Arrived late or left class early 5 or more times.</i>
<b>Face-to-Face/ Synchronous Class Participation</b>	<i>Actively participated in small group activities and class discussions and demonstrated in-depth understanding of the course content.</i>	<i>Actively participated in small group activities and class discussions and demonstrated basic understanding of the course content.</i>	<i>Rarely participated in small group activities and class discussions. <b>OR</b> Demonstrated a limited understanding of course content.</i>	<i>Never participated in small group activities and class discussions.</i>

#### 2. Online Modules (7.5 points)

There will be six asynchronous online modules across the semester which 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 asynchronous 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 as noted in the class schedule. Work within the online modules submitted more than one week after the due date will not be accepted. Three of the six modules will be graded (2.5 points per module).

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
<b>Timeliness &amp; Completeness</b>	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)
<b>Quality of Responses</b>	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 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> . (1.6 points)	Most responses demonstrate <i>little or no understanding</i> of course content <b>OR</b> <i>no responses are submitted</i> . (0 points)

### 3. Online Professional Book Club (7.5 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 three book club meetings online using GoReact. 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 GoReact 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. There is no designated discussion leader—each of you is responsible for creating discussion questions or points for each online discussion. Your group will need to record the meeting in GoReact. Your discussion responses and participation in your group's book discussions are worth a total of 7.5 points (2.5 points per session).

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

Criteria for Evaluation	Meets Expectations	Partially Meets Expectations	Below Expectations
<b>Book Club Participation</b>	Prepared and shared thoughtful questions/discussion points for the session. <b>AND</b> 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. <b>OR</b> Rarely participated in a meaningful way in the discussion. 2 points	Did not prepare questions/discussion points for the session. <b>OR</b> Did not participate in the discussion. 0 points

### 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.

### **5. 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.

#### **• Other Requirements**

##### **Assignment Guidelines**

All assignments should be submitted by either class time (if needed for class) or by 11:59 p.m. on the date noted 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 (7<sup>th</sup> 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 (7<sup>th</sup> 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](mailto: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](mailto: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)
<b>6.1</b> 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.
<b>6.2</b> 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.
<b>6.3</b> 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

(**F2F** = meet face to face; **SYNC** = meet synchronously; **ASYNC** = activities completed asynchronously)

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

<u>Date</u>	<u>Topic</u>	<u>Reading &amp; Assignments Due</u>
<b>Class 1</b> <b>SYNC</b> January 25	The Role of the Reading Specialist	<p><b>READ</b></p> <ul style="list-style-type: none"> <li>- Shearer et al. – Ch. 1 &amp; 2</li> <li>- ILA Position Statement on the Multiple Roles of School-Based Specialized Literacy Professionals</li> <li>- ILA Research Brief in Support of the Multiple Roles of School-Based Specialized Literacy Professionals</li> <li>- ILA Literacy Leadership Brief on Coaching for Change</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>- Be prepared to share your book club choice during the synchronous class session.</li> </ul>
<b>January 30</b>	<b>LAST DAY TO ADD</b>	
<b>Class 2</b> <b>F2F</b> February 1	Characteristics of Adult Learners	<p><b>READ</b></p> <ul style="list-style-type: none"> <li>- Aguilar – Supporting Adult Learners</li> <li>- McKenna &amp; Walpole – Serving Adult Learners</li> <li>- Walpole &amp; Beauchat – Facilitating Teacher Study Groups</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>- Bring a draft of the revised PL Needs Assessment Survey you originally prepared in EDRD 632 to class for peer feedback.</li> </ul>
<b>February 6</b>	<b>LAST DAY TO DROP (100% TUITION REFUND)</b>	
<b>Class 3</b> <b>ASYNC</b> February 8	Characteristics of Effective Professional Development	<p><b>READ</b></p> <ul style="list-style-type: none"> <li>- Shearer et al. – Ch. 11</li> <li>- Bates &amp; Morgan – Seven Elements of Effective Professional Development</li> <li>- Sawyer &amp; Stuckey – Learning within Content</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>- Submit your signed permission letter from your administrator (Bb). <ul style="list-style-type: none"> <li>o Once your PL Needs Assessment survey has been approved by your administrator, distribute it to colleagues at your school. All responses must be collected by April 12.</li> </ul> </li> <li>- Complete online activities on Bb by 11:59 p.m.</li> </ul>
<b>February 13</b>	<b>LAST DAY TO DROP (50% TUITION REFUND)</b>	
<b>Class 4</b> <b>SYNC</b> February 15	Designing Activities Supportive of Professional Learning	<p><b>READ</b></p> <ul style="list-style-type: none"> <li>- Aguilar &amp; Cohen – Design Intentionally</li> <li>- Sawyer &amp; Stuckey – Lead Learner</li> <li>- Allen – Study Groups: Developing Voluntary Professional Development</li> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <li>- Complete the self-assessment most applicable for your future professional goals (see Bb for link). Be prepared to share strengths and areas for growth (anonymously) during the synchronous class session.</li> <li>- Be prepared to share a draft of your first PL session plan with your coaching partner during the synchronous class.</li> </ul>

<u>Date</u>	<u>Topic</u>	<u>Reading &amp; Assignments Due</u>
<p><b>Class 5</b> <b>ASync</b> February 22</p>	<p>Planning for Professional Learning Session 1</p>	<p><b>DUE</b></p> <ul style="list-style-type: none"> <li>- PL Session 1 Plan Draft (full draft for session 1 and a brief description of what you anticipate will happen in session 2) (on Bb by 11:59 p.m.)</li> <li>- Upload your personal goals video to GoReact by 11:59 p.m.</li> </ul>
<b>February 27 Last Day to Withdraw (No Tuition Refund)</b>		
<p><b>Class 6</b> <b>F2F</b> March 1</p> <p><b>Class 7</b> <b>F2F</b> March 8</p>	<p>Professional Learning Session 1</p>	<p><b><i>DURING CLASS TIME:</i></b></p> <ul style="list-style-type: none"> <li>- Lead and video record your first PL session. Before the session begins, be sure to let your peer coach know the type of feedback you are requesting.</li> <li>- Participate in your peer coaching partner’s first PL session. 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.</li> <li>- Participate in at least 2 additional PL sessions led by a classmate. You will also participate in their second PL sessions in the future. Remember, you must participate in at least 4 PL sessions beyond those led by yourself or your coaching partner. You may be able to participate in additional sessions for extra credit.</li> </ul> <p><b><i>AFTER CLASS TIME:</i></b></p> <ul style="list-style-type: none"> <li>- After leading your first PL session: <ul style="list-style-type: none"> <li>o add brief reflection notes to your session plan immediately following your session.</li> <li>o upload the video of your session to GoReact, watch it, and add your reflection annotations.</li> <li>o meet with your peer coach for a coaching session (at a time TBD with your peer coach).</li> <li>o add brief reflection notes from your coaching session regarding the experience of being coached to your session plan.</li> </ul> </li> <li>- After observing your coaching partner’s first PL session: <ul style="list-style-type: none"> <li>o plan for a coaching session with your partner.</li> <li>o meet with your partner and lead a coaching session (at a time TBD with your partner).</li> <li>o upload the video of the coaching session you led to GoReact, watch it, and add your reflection annotations.</li> </ul> </li> <li>- After participating in a classmate’s session: <ul style="list-style-type: none"> <li>o be sure to complete any next steps the presenter shared before their final session.</li> </ul> </li> </ul> <p><b>DUE March 8: (if you presented your first session on March 1)</b></p> <ul style="list-style-type: none"> <li>- Professional Learning Session 2 Plan Draft (be sure to get feedback from your peer coach before submitting to your instructor) on Bb by 11:59 p.m.</li> <li>- All videos and reflection annotations for your first professional learning session and first peer coaching session should be complete and posted to GoReact.</li> </ul>

<u>Date</u>	<u>Topic</u>	<u>Reading &amp; Assignments Due</u>
<p><b>Class 8</b> <b>F2F</b> March 15</p> <p><b>Class 9</b> <b>F2F</b> March 22</p>	<p>Professional Learning Session 2</p>	<p><i>DURING CLASS TIME:</i></p> <ul style="list-style-type: none"> <li>- Lead and video record your second PL session. Before the session begins, be sure to let your peer coach know the type of feedback you are requesting.</li> <li>- Participate in your peer coaching partner's second PL session. 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.</li> <li>- Participate in the second session led by the same classmate whose first session you attended earlier. Remember, you must participate in at least 4 PL sessions beyond those led by yourself or your coaching partner. You may be able to participate in additional sessions for extra credit.</li> </ul> <p><i>AFTER CLASS TIME:</i></p> <ul style="list-style-type: none"> <li>- After leading your second PL session: <ul style="list-style-type: none"> <li>o add brief reflection notes to your session plan immediately following your session.</li> <li>o upload the video of your session to GoReact, watch it, and add your reflection annotations.</li> <li>o meet with your peer coach for a coaching session (at a time TBD with your peer coach).</li> <li>o add brief reflection notes from your coaching session regarding the experience of being coached to your session plan.</li> </ul> </li> <li>- After observing your coaching partner's second PL session: <ul style="list-style-type: none"> <li>o plan for a coaching session with your partner.</li> <li>o meet with your partner and lead a coaching session (at a time TBD with your partner).</li> <li>o upload the video of the coaching session you led to GoReact, watch it, and add your reflection annotations.</li> </ul> </li> <li>- After participating in a classmate's session: <ul style="list-style-type: none"> <li>o be sure to complete any next steps the presenter shared.</li> </ul> </li> </ul> <p><b>DUE March 15: (if you presented your first session on March 8)</b></p> <ul style="list-style-type: none"> <li>- Professional Learning Session 2 Plan Draft (be sure to get feedback from your peer coach before submitting to your instructor) on Bb by 11:59 p.m.</li> <li>- All videos and reflection annotations for your first professional learning session and first peer coaching session should be complete and posted to GoReact.</li> </ul>
<p><b>Class 10</b> <b>ASYNC</b> March 29</p>	<p>Reflecting on Your Facilitation of PL &amp; Coaching</p>	<p><b>DUE</b></p> <ul style="list-style-type: none"> <li>- All videos and reflection annotations for your second PL session and second peer coaching session should be complete and posted to GoReact.</li> <li>- PBA – Literacy Coaching Project (submitted to VIA by 11:59 p.m.)</li> </ul>

<u>Date</u>	<u>Topic</u>	<u>Reading &amp; Assignments Due</u>
April 5	<b>LCPS Spring Break - No Class</b>	
<b>Class 11</b> <b>F2F</b> April 12	Creating School-Wide Visions & Professional Learning Plans	<b>READ</b> <ul style="list-style-type: none"> <li>- Shearer et al. – Ch. 3, 4 (review), &amp; 5</li> <li>- Risko &amp; Vogt – Sustaining the Professional Learning Plan</li> </ul> <b>DUE</b> <ul style="list-style-type: none"> <li>- Be prepared to share your data from your PL Needs Assessment Survey during the synchronous class session.</li> </ul>
<b>Class 12</b> <b>ASYNC</b> April 19	Principled Practice	<b>READ</b> <ul style="list-style-type: none"> <li>- Shearer et al. – Ch. 6, 7 &amp; 10, chapters 8 or 9 as applicable to your school context</li> </ul> <b>DUE</b> <ul style="list-style-type: none"> <li>- Complete online activities on Bb by 11:59 p.m.</li> </ul>
<b>Class 13</b> <b>ASYNC</b> April 26	Developing a Professional Learning Plan	<b>DUE</b> <ul style="list-style-type: none"> <li>- Meet with instructor as scheduled to discuss your PL Project assignment.</li> <li>- Complete online activities on Bb by 11:59 p.m.</li> </ul>
<b>Class 14</b> <b>F2F</b> May 3	Balancing the Challenges of Coaching	<b>READ</b> <ul style="list-style-type: none"> <li>- Pletcher et al. – Coaching on Borrowed Time: Balancing the Roles of the Literacy Professional</li> <li>- Toll – 5 Perspectives for Leadership Success</li> <li>- Toll – But I Don’t Need a Coach!</li> </ul> <b>DUE</b> <ul style="list-style-type: none"> <li>- Bring a draft of your year-long plan to class for peer feedback.</li> </ul>
<b>Class 15</b> <b>ASYNC</b> May 10	Finalizing the Professional Learning Project	<b>DUE</b> <ul style="list-style-type: none"> <li>- Professional Learning Project (on Bb by 11:59 p.m.)</li> <li>- Any required or optional revisions for the PBA (on VIA by 11:59 p.m.)</li> </ul>