George Mason University
College of Education and Human Development
Literacy Program

EDRD 646.6L8 – School-Based Leadership in Literacy
3 credits, Fall 2024
Hybrid- Online and
Wednesdays, 5:00-7:30 pm, LCPS Administration Building

Faculty

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Prerequisites/Corequisites

EDRD 640, EDRD 641, EDRD 642, and EDRD 643 are required prerequisites.

University Catalog Course Description

Examines theories of adult and professional learning. Develops candidates' leadership and facilitation skills for working with educators.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a hybrid (2-75% online) format. The synchronous and/or asynchronous course will be delivered via Mason's Learning Management System (LMS). See the course schedule for specific dates. You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 26th, 2024.

- To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learning Outcomes

This course is designed to enable students to do the following:
1. Explain the varied roles and responsibilities of a reading/literacy specialist.
2. Communicate assessment results and implications to a variety of audiences.
3. Design and implement literacy professional development activities using knowledge of adult learning.
4. Demonstrate leadership and facilitation skills when working with individuals and groups of educators.
5. Reflect on their personal development as future literacy leaders.

Professional Standards

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

2.4   Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.

3.2   Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individuals and groups of students.

3.4   Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/ guardians.

4.4   Candidates advocate for equity at school, district, and community levels.

6.1   Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.

6.2   Candidates use their 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   Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.

6.4   Candidates facilitate and work with teachers and other school leaders to advocate on behalf of students, families, and communities for effective literacy programs, practices, and policies.

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

Bean, R.M. & Goatley, V.J. (2021). *The literacy specialist*: *Leadership and coaching for the classroom, school, and community* (4th ed.). The Guilford Press.

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

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

Recommended Texts

Aguilar, E. & Cohen, L. (2022). *The PD Book: 7 habits that transform professional development*. Jossey-Bass.

Technical Requirements

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

- High-speed internet access with updated browsers.
    - Blackboard Learn supported browsers:
      https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that 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.

Expectations
- Course Week:
  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 LMS 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, if any.

- 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 George 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.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and/or Examinations**
  1. Online Modules (30%)
  Throughout the semester you will complete asynchronous online modules of varying lengths that involve an array of activities 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 Thursday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the Wednesday indicated in the class schedule. Late work within modules will not be accepted without prior approval. Once each module is opened, it will remain open so that you may review content as needed.

  In this course, modules will follow an Absorb-Do-Connect (Horton, 2012) instructional design framework to encourage active learning. As you complete your assigned readings and view the provided resources, you will **absorb** key knowledge. Then, you will have opportunities to practice, explore, and discover as you **do** something with what you are learning. Finally, you will be asked to **connect** what you are learning to your prior learning and current work.

  For each online module, you should thoughtfully and thoroughly complete all activities. 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 understanding, 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.

2. **Performance Based Assessment: Professional Learning Project (50%)**

   This PBA is designed to support the development of your proficiency as a future literacy leader. You will design and implement professional learning and serve as a thought partner for your classmates as you design materials for your PBA.

With your instructor's guidance, you will identify a professional learning topic relevant to the teachers in the course. Next, you will design and implement two professional learning sessions for a small group of peers.

Finally, you will develop an analysis paper, examining the execution of your professional learning sessions and reflecting on your professional growth and development as a future literacy leader.

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.

3. **Year-Long Professional Learning Plan (20%)**
   This assignment is designed to support your understanding of how to develop a year-long professional learning plan. First, you will identify a focus area (i.e., vocabulary, writing, fluency, etc.) and a grade band (K-2/3-5/6-8/9-12) in which to develop your plan. Then, you will identify goals and develop a monthly professional learning plan with activities and materials.

- **Other Requirements**

  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.

  Assignments
  Assignments should follow current APA formatting. 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 when providing citations for relevant research. (See Blackboard for resources.)

  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 cannot 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.

- **Grading**

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Grading Scale

Grade	Points
A	= 94 – 100
A-	= 90 – 93
B+	= 85 – 89
B	= 80 – 84
C	= 75 – 79
F	= below 75

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

Use of Generative AI
Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

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

Date	Topic	Readings	Assignments
Welcome Module async. August 26-28	Course overview	- Explore course - Review syllabus - Review: Bean & Goatley, Chs. 1, 2, 3, & 4	- Complete needs assessment - Complete online activities on Bb by 11:59 p.m.
Module 1 F2F Sept. 4	Effective Professional Learning: Working with adult learners.	- Bean & Goatley, Ch. 5 "Supporting Adult Learners" from: Aguilar, E. (2016). *The art of coaching teams: Building resilient communities that transform schools*. Jossey-Bass. "Learning within Content" from: Sawyer, I., & Stukey, M. R. (2019). *Professional learning redefined: An evidence-based guide*. Corwin & Learning Forward.	Complete online activities on Bb by 11:59 p.m.

Module 2 F2F Sept. 11	Designing Activities Supportive of Professional Learning	• "Design Intentionally" from: Aguilar, E., & Cohen, L. (2022). *The PD book: 7 habits that transform professional development*. Jossey-Bass. • "Study Groups: Developing Voluntary Professional Development" from: Allen, J. (2016). *Becoming a literacy leader: Supporting learning and change* (2nd ed.). Stenhouse Publishers. • "Lead Learner" from: Sawyer, I., & Stukey, M. R. (2019). *Professional learning redefined: An evidence-based guide*. Corwin & Learning Forward.	Complete online activities on Bb by 11:59 p.m.
Module 3 async. Sept. 12- Sept.18	Planning for Professional Learning Session 1	• Select readings to support you in your planning.	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.)
Module 4 F2F Sept. 25 **Module 5** F2F Oct. 2	Professional Learning Session 1	*DURING YOUR SESSION:* • Lead and video record your first PL session. *AFTER YOUR SESSION:* • After leading your first PL session: add brief reflection notes to your session plan immediately following your session. • upload the video of your session to GoReact. • watch your video, add your reflection annotations, and select a 10–12-minute clip.	
Module 6 async. Oct.3- Oct. 9	Planning for Professional Learning Session 2	• Select readings to support you in your planning.	PL Session 2 Plan Draft (on Bb by 11:59 p.m.) All videos and reflection annotations for your first professional learning session should be complete and posted to GoReact.

Module 7 F2F Oct. 16 **Module 8** F2F Oct. 17- Oct. 23	Professional Learning Session 2	*DURING YOUR SESSION:* • Lead and video record your second PL session. *AFTER YOUR SESSION:* • After leading your second PL session: add brief reflection notes to your session plan immediately following your session. • upload the video of your session to GoReact • watch your video, add your reflection annotations, and select a 10–12-minute clip.	
Module 9 asynch. Oct. 24- Oct. 30	Professional Learning: Analyzing delivery and impact	• No readings	All videos and reflection annotations for your second PL session should be complete and posted to GoReact. PBA – Professional Learning Project (submitted to VIA/SLL) by 11:59 p.m.
Module 10 synch. Nov. 6	Leading for Literacy: Supporting school literacy programs	• Bean & Goatley, Ch. 8 & 9	Complete online activities on Bb by 11:59 p.m.
Module 11 F2F Nov.13	Components of a school literacy plan	• "Sustaining the Professional Learning Plan" from: Risko, V. J., & Vogt, M. (2016). *Professional learning in action: An inquiry approach for teachers of literacy.* Teachers College Press.	Complete online activities on Bb by 11:59 p.m.

Module 12 (2 weeks) async. Nov. 14-Nov. 27	Developing a Professional Learning Plan	• Walpole, S., & Beauchat, K. A. (2008). *Facilitating teacher study groups*. (ED530302). ERIC. https://files.eric.ed.gov/fulltext/ED530302.pdf	Meet with instructor as scheduled to discuss your PL Project assignment. Year-Long Professional Learning Plan (on Bb by 11:59 p.m.)
Module 13 F2F Dec. 4	Seeking support: Crafting grant proposals	• Bean & Goatley, Ch. 11	Complete online activities on Bb by 11:59 p.m.
Module 14 async. Dec. 11	On being a literacy professional: Responding to changes and challenges	• Bean & Goatley, Ch. 12	Complete online activities on Bb by 11:59 p.m.

CEHD Commitments
The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:
https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students
Policies
- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- 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 your LMS should be directed to:
  - Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/
  - Canvas: https://its.gmu.edu/service/canvas/

- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
  - Timely Care: https://caps.gmu.edu/timelycare-services/
  - Writing Center: https://writingcenter.gmu.edu/

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.

Performance-Based Assessment – Professional Learning Project

The purpose of this performance-based assessment is for candidates to develop proficiency in facilitating teachers' professional learning.

With your instructor's assistance, you will choose a literacy topic identified by the course Professional Learning Needs Assessment and design two 40-minute professional learning sessions for a small group of teachers within the course. You will be assigned to a small group that is working on the same topic and serve as a thought partner with that group as you each plan your professional learning sessions.
1. Before each professional learning session, you will consult with your thought partners and then submit a draft of your plan to your instructor for feedback. Your instructor must approve your plan before you can lead the session. Each session should be video recorded.
2. During each session, you will collect feedback from the participants about their learning and your facilitation. Between sessions, ask participating teachers to try out the strategy (ies) they learned so that informal results can be discussed at the next session

3. <u>After</u> each professional learning session, you will upload the video of your professional learning session to GoReact. Then, you will view the video recording and reflect on your facilitation of teachers' learning and your development as a literacy leader. You will identify a 10- to 12-minute clip that represents a pivotal moment in your learning about delivering effective professional learning.
4. <u>At the end of your professional learning sessions</u>, you will develop an analysis paper, examining the execution of your professional learning sessions and reflecting on your professional growth and development as a future literacy leader.

Rubric for Performance-Based Assessment: Professional Learning 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.