

*George Mason University*  
*College of Education & Human Development — Graduate School of Education*

**EDRD 634 – 001 “School-Based Leadership in Literacy” (3 Credits)**

Spring 2010 (Fairfax 08 Cohort)

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Class meetings

Thursdays, 4:30-7:10 pm, Robinson Hall B124; Jan 21, 2010 - May 6, 2010

Course Overview

*Prerequisites*

EDRD 630, 631, 632, and 633; admission to the literacy emphasis or permission of the program coordinator. Please note that ASTL/Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure. (Please note that the grade of B- is not given). Incompletes must also be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 634 is a prerequisite for EDRD 635).

*Course Description*

EDRD 634 prepares the reading specialist as a school leader and expands knowledge of literacy gained in prerequisite courses and applies it to professional development work with teachers at their own school sites. The requirements for EDRD 634 are focused on designing and implementing specific literacy professional development activities. Consequently the assignments focus on individual and collaborative work to create, implement, and evaluate a variety of professional development experiences for teachers, administrators, and paraprofessionals. This course addresses new and required state and national competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy professional development for teachers seeking a Virginia Reading Specialist License.

*IRA/NCATE competencies addressed in this course*

- IRA 4.3 Model reading and writing enthusiastically as valued life-long activities.
- IRA 5.1 Display positive dispositions related to reading and the teaching of reading.
- IRA 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
- IRA 5.4 Participate in, initiate, implement, and evaluate professional development programs

### *Course Outcomes*

Through our readings, discussions, and assignments, we will pursue the following goals:

- Use key instructional grouping options (individual, small group, whole-class, computer-based)
- Use a wide range of instructional practices, including technology-based practices that promote reading and/or writing across the curriculum
- Use a wide range of curriculum materials in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds
- Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures, and linguistic backgrounds
- Motivate learners to be life-long readers
- Participate in, initiate, implement, and evaluate professional development

### *Virginia State Standards addressed in this course*

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

### General Requirements

#### *Readings and participation*

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy leadership activities, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings; you will keep a reading log that includes both notes on and reactions to each reading. Class participation will influence your grade.

#### *Class attendance*

If, due to an emergency, you will not be in class, please contact me prior to class time; it's best to do so via email (esturtev@gmu.edu). You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

#### *Assignments*

All assignments should be turned in on the due date indicated in the schedule below via both paper copy (in class) and email attachment (by midnight, whether or not you are in class that evening). All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

#### *General*

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I will be available for the 15 minutes following class, in my office by appointment, and by e-mail. I look forward to collaborating with each of you as you work toward your goals.

#### *Electronic Access and Course Website*

Students must have access to email and the Internet, either at home, work, or the GMU campus. GMU provides students with free email accounts which must be accessed for information sent from the

university or the Graduate School of Education. Go to <http://mason.gmu.edu/> for information on accessing email. Our course website (still under development at <http://blackboard.gmu.edu/>) will include information and resources important to your successful completion of the course. These may include the course syllabus, an announcement page, notes or class presentations, assignment descriptions and rubrics, examples of exemplary written assignments from past students, and a bibliography of course readings and web resources. We also may hold discussions via blackboard.

### Our Class Structure and Routine

The class will be structured around discussion and small group activities. It is critical for you to keep up with the readings and to participate in class. Instructor- and student-generated questions related to course readings and assignments/projects will often be the focus of group discussions. Be prepared to discuss the content of the required reading and its relation to your teaching experiences, course assignments and projects, and to ask questions for clarification, exploration, or to promote discussion. In general, we will engage in three activities during our time together:

1. Mini-lectures, activities, and discussions related to literacy leadership activities led by me and supported by our readings from our course text and selected other articles
2. Discussions of the week's readings
3. Pair and small group meetings in which you will provide feedback and support for each others' literacy leadership activities

### University Policies and Services

#### Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

#### GMU email accounts

Students must activate their GMU email accounts to receive important University information, including messages related to this class.

#### Office of disability services

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

#### Other useful campus resources:

WRITING CENTER: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES "Ask a Librarian" <http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; <http://caps.gmu.edu>

#### Other university policies:

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.

### Required Texts

Vogt, M. E & Shearer, B. (2007). *Reading specialists and literacy coaches in the real world* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

Additional readings will be made available on-line or on electronic reserve.

Note: later in the term, you will be asked to purchase one or more texts for EDRD 635 to begin preparation for that course. (Since EDRD 635 is a summer course for your cohort, advance preparation during the school year is necessary).

#### *E-reserve*

For articles on e-reserve, go to GMU Libraries page at <http://library.gmu.edu/>. Under “Library Quick Links,” click on “e-reserves” and then hit “Go.” Then click “search electronic reserves.” Click on the course (EDRD 634; section 001), instructor name, and enter the password \_\_\_\_\_(TBA).

### Course Requirements and Grading Scale

#### *A. Class Participation (10 points)*

Weekly attendance and consistent participation is essential. Attendance will be taken beginning on the first class session and 3 points will be lost for each class missed without an approved reason (approved in advance, unless there is a genuine emergency). Two tardies are equivalent to one absence, and missing 30% or more of our class sessions will result in automatic failure of the class unless there are extreme extenuating circumstances.

#### *B. Reading Related Assignment. (30). For this assignment you will keep a notebook of materials related to your readings:*

1. For each of the assigned text chapters, you will need to complete and submit a journal entry or complete a written activity. These will be designed to develop your understanding of the role of the reading specialist. They will be listed on the schedule (for the most part, they are specific activities in the text chapters). (20 points)
2. For each of the six assigned journal articles, one person in the class will serve as discussion leader. In this way you will develop and demonstrate your ability to lead a discussion on a professional topic among colleagues. You will prepare a plan for the discussion that uses a theory based discussion strategy (published in one of your course texts or another professional book or journal article). You will strive to involve your colleagues in the discussion (note that this is not a presentation of information, as everyone is required to read the article in advance – so, no PowerPoint’s). More details will be given on what to submit. (10 points)

#### *C. Individual Mentoring Project (30 points) (Course PBA -- must post to Task Stream)*

For the mentoring project, you will work with one individual who is either a novice/beginning teacher or one who has expressed an interest in working on developing professionally in a specific area of literacy teaching. The individual you work with needs to be a past, current or potential professional colleague—not a personal friend, neighbor, relative, or member of the program. Following are the three main components of the mentoring project:

- a) Conduct a needs assessment (sample questions are at the end of this syllabus)
- b) Determine a topic that you will work on with your mentee (e.g., guided reading, phonemic awareness, or comprehension strategies in content areas) and develop an action plan for working

with the individual. You will receive more information on some specific types of activities that need to be part of your plan (e.g., insuring that the teacher learns to meet the needs of diverse learners, that a range of materials are used, etc.).

- c) Write a summary/reflection that describes your experiences and the goals that were accomplished through your individual mentoring.

*Note: You must meet with your mentee for approximately 8 hours, over the course of at least four mentoring sessions.*

*D. Professional Development Workshop Project (30 points). (Note that you also may complete a requirement for EDRD 635 if you present the workshop during the spring term).*

Using the content and information you learn in your mentoring project and from other sources (such as prior courses in your program or conferences you have attended), plan a one-hour large group workshop for colleagues in a school or another educational setting on a topic related to literacy. You can choose the topic for the professional development workshop. It may be related to the topic of your mentoring project.

- a) Workshop Notebook: Create an organized notebook for your one-hour workshop. The following materials should be included in the notebook:
  - 1) Overview and purpose/goal statement for the workshop in which you address the following questions: How would you describe the target audience? Why do you think that this particular audience would benefit from this workshop?
  - 2) Detailed outline of the one-hour workshop session: Be sure to include an introductory activity, learning activities, and closure; include estimated time for each phase.
  - 3) Five annotated references that you use to create your workshop presentation, which you would recommend to others for further information: Put this information into a handout to be given at the presentation; be sure to follow APA format.
  - 4) List of all materials/equipment you plan to use in the workshop, including any handouts, PowerPoint slides (copies are acceptable), materials for activities, and so forth.
  - 5) An anonymous evaluation form that you will distribute to participants and collect at the end of the workshop.
- b) Workshop Preview (in class): You will facilitate a 10-15 minute strategy snapshot for our entire class. Choose one strategy from your one-hour workshop plan to teach interactively to the group. Be sure to include any handouts or other materials that you need to facilitate this session. You will also share your evaluation form and gain feedback from the class on the questions you ask.

*Note: You may work with 1-2 other individuals on this project, but you must be sure that you can work with these same individuals to implement the project when you take EDRD 635.*

*Looking forward to EDRD 635:*

*During the spring term, we will discuss assignments required in the summer course. You can get a “head start” through presenting your workshop to teachers, beginning to learn about teacher research, and attending a professional conference during the spring term. (More discussion on this to follow!).*

*\*\*Also note that you should take the VRA test this spring if you have not already done so!! (See next page).*

*Grading Scale:*

*94-100points – A*

*90-93 points – A-*

*87-89 points – B+*

*80-86 points - B*

*74-79 – C*

*74 and below: F*

## Graduation and Licensure

- Virginia Reading Assessment (you must have a passing score on this test to receive credit for EDRD 635 and to before you apply for licensure). See <http://www.va.nesinc.com/> for more information.
- GMU Licensure Specialist is Joanna Bosik ([jbosik@gmu.edu](mailto:jbosik@gmu.edu)). You will apply for your license *immediately* after you have completed the literacy coursework and master's degree. If you wait until the following term you may have to pay a fee to re-activate your file. Joanna will provide forms to submit to your school district.
- Review the GMU Registrar guidelines for graduation. You must file an "Intent to Graduate" form several months prior to the end of your certificate or master's program. Note: Do NOT file for the certificate if you are going on for the master's degree. See <http://registrar.gmu.edu/gif/index.html> for more information. Students may apply for January and May graduation at the beginning of our fall semester.

## Resources

### **GMU Library**

<http://library.gmu.edu/>

### **Articles**

- Cochran-Smith, M., Lytle, S. L. (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25.
- Rogers, R., et al. (2005). Professional development for social transformation: The literacy for social justice research group. *Language Arts*, 82(5), 347-358.

### **Books**

- Arhar, J., Holly, M. & Kasten, W. (2001). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Bell, J. (1993). *Doing your research project: A guide for first-time researchers in education and social science*. Buckingham, England: Open University Press.
- Burnaford, G., Fischer, F. & Hobson, D. (1996). *Teachers doing research: Practical possibilities*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Guth, N. & Pettengill, S. (2005). *Leading a successful reading program*. Newark, DE: International Reading Association.
- Hubbard, R. & Power, B. (1999). *Living the questions: A guide for teacher researchers*. NY: Stenhouse Publishers.
- Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.
- IRA. (2004). *Preparing reading professionals: A collection from the International Reading Association*. Newark, DE: International Reading Association.
- Macintyre, C. (2000). *The art of action research in the classroom*. London: David Fulton Publishers.
- McAndrew, D. (2005). *Literacy leadership: Six strategies for peoplework*. Newark, DE: International Reading Association.
- Nieto, S. (2003). *What keeps teachers going?* New York: Teachers College Press.
- Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.
- Toll, C. (2005). *The literacy coach's survival guide: Essential questions and practical answers*. International Reading Association: [www.reading.org/publications/bbv/books/bk565/](http://www.reading.org/publications/bbv/books/bk565/)

### **Teacher Research Websites**

- [http://gse.gmu.edu/research/tr/tr\\_action/](http://gse.gmu.edu/research/tr/tr_action/) (GMU teacher research site)

- <http://www.accessexcellence.org/LC/TL/AR/> (teacher research site)
- <http://www.standards.dfes.gov.uk/ntrp/> (UK teacher research site)
- <http://www.teacherresearch.net/> (International teacher research site)

***Professional Organizations***

1. Greater Washington Reading Council: [www.gwrc.net](http://www.gwrc.net)
2. Virginia State Reading Association: [www.vusra.org](http://www.vusra.org)
3. International Reading Association (IRA) (organization for educators/ and researchers)  
[www.reading.org](http://www.reading.org)
4. National Reading Conference (NRC) (an international literacy research organization):  
[www.nrconline.org](http://www.nrconline.org)
5. National Council of Teachers of English (NCTE): [www.ncte.org](http://www.ncte.org)

*EDRD 634, “School-Based Leadership in Literacy”  
Individual Mentoring Project*

*Mentoring Needs Assessment Core Questions (Questions to ask your Mentee) – you will submit a type-written summary of the answer to each question, keeping the mentee’s identity confidential.*

1. What do you consider your greatest strengths related to literacy instruction?
2. What challenges do you face related to literacy instruction?
3. What area(s) of literacy instruction are you most interested in learning more about? Why?
4. How do you currently assess your students in reading and writing?
5. How do you use this information to inform instruction?
6. How do you engage reluctant readers and writers?
7. What are three professional resources that you have found helpful? (For example, magazines, websites, teaching resources, reading specialist, literacy team, etc.).
8. What do you find most helpful about them?
9. How do you currently communicate with families about children’s literacy learning?
10. What was the most recent literacy class you took?
  - Title of course
  - Date
  - Location
11. What is the most recent professional development experience in literacy you have had?
12. What did you like most about that experience? What did you like least about it?
13. What else do you want me to know about you as a literacy teacher?

*EDRD 634, "School-Based Leadership in Literacy"  
Individual Mentoring Project*

*Additional Mentoring Issues to Discuss in Class*

What do you do...?

- To set goals for your mentoring plan
- To decide where to start
- To determine your mentee's strengths and weaknesses
- To determine your mentee's receptiveness (to new and/or unfamiliar ideas, strategies, practices)
- To address concerns if the mentee talks about practices/strategies that you know are incorrect
- To provide correct information if you inadvertently provide incorrect or inaccurate information
- To help the mentee understand what they can gain or learn from the experiences
- To prioritize what content to cover
- To determine whether you should focus on strategies or theory or both
- To address issues/content you (as the mentor) are unfamiliar with
- To evaluate the effectiveness of the mentoring experience

## Schedule

Date	Topic	Assignment due	Reading
Jan 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Syllabus overview</li> <li>• Reflect on past program experiences</li> <li>• KWL – what do we know/what do we need to learn?</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
Jan 28 <sup>th</sup>	The role of the reading specialist	Reading Log #1: Write a one page (double-spaced) description of the resource and/or document you read. Include the purpose and some of the key points. Make copies for the class (7).	<ul style="list-style-type: none"> <li>• Pick one of the following (we will select in class):</li> <li>• IRA Position Statement: <i>Teaching All Children to Read: The Roles of the Reading Specialist</i>. (ALSO an Appendix in Vogt &amp; Shearer) <a href="http://www.reading.org/General/AboutIRA/PositionStatements/ReadingSpecialistPosition.aspx">http://www.reading.org/General/AboutIRA/PositionStatements/ReadingSpecialistPosition.aspx</a></li> <li>• IRA Position Statement: <i>The Role and Qualifications of the Reading Coach in the United States</i> <a href="http://www.reading.org/General/AboutIRA/PositionStatements/ReadingCoachPosition.aspx">http://www.reading.org/General/AboutIRA/PositionStatements/ReadingCoachPosition.aspx</a></li> <li>• Standards for Middle &amp; HS Literacy Coaches <a href="http://www.reading.org/General/CurrentResearch/Standards/CoachingStandards.aspx">http://www.reading.org/General/CurrentResearch/Standards/CoachingStandards.aspx</a></li> <li>• Explore this site and select 1 resource to read from the Literacy Coaching Online Library <a href="http://www.literacycoachingonline.org/library.html">http://www.literacycoachingonline.org/library.html</a></li> </ul>
Feb 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Historical context</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log #2; P. 23, do question 1 or question 3 (3 pages or less).</li> </ul>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch. 1</li> </ul>
Feb 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Creating a literacy vision</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log #3</li> <li>As you read, answer questions 1-3 p. 27. (Use bullets).</li> <li>*Select mentee</li> </ul>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch. 2</li> </ul>
Feb 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log #4</li> <li>Write a paragraph describing the workshop you are planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch. 11</li> </ul>
Feb 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Revisiting assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log #5: describe assessment issues your school is facing. What change would you like to see? (2 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch. 4</li> </ul>
Mar 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Adapting instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log #6-TBA (discussion leader will provide)</li> </ul>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch. 5</li> <li>• Article reading #1</li> </ul>
Mar 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log #7 TBA (discussion leader will provide)</li> </ul>	<ul style="list-style-type: none"> <li>• Vogt &amp; Shearer, Ch. 6</li> <li>• Article reading #2</li> </ul>

Mar 18th	<ul style="list-style-type: none"> <li>Elementary Program Supervision</li> <li>Communicating with the principal/teachers</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #7 TBA (discussion leader will provide)</li> <li>Mentoring needs assessment due (see syllabus)</li> </ul>	<ul style="list-style-type: none"> <li>Vogt &amp; Shearer, Ch.7</li> <li>Article reading #3</li> </ul>
Mar 25th	<ul style="list-style-type: none"> <li>Middle/HS program Supervision</li> <li>Communicating with the principal/teachers</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #8 TBA (discussion leader will provide)</li> </ul>	<ul style="list-style-type: none"> <li>Vogt &amp; Shearer, Ch 8</li> <li>Article reading #4</li> </ul>
Apr 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>NO CLASS</li> </ul>	<ul style="list-style-type: none"> <li>XXX</li> </ul>	<ul style="list-style-type: none"> <li>Spring Break</li> </ul>
Apr 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>Workshop presentations</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #9 TBA (discussion leader will provide)</li> </ul>	<ul style="list-style-type: none"> <li>Vogt &amp; Shearer, Ch. 9</li> <li>Article reading #5</li> </ul>
Apr 15th	<ul style="list-style-type: none"> <li>Workshop presentations</li> <li>Serving as a literacy coach</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #10 TBA (discussion leader will provide)</li> </ul>	<ul style="list-style-type: none"> <li>Vogt &amp; Shearer, Ch. 10</li> <li>Article reading #6</li> </ul>
Apr 22	<ul style="list-style-type: none"> <li>Workshop presentations</li> <li>Creating a school literacy plan</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #11 – Create 5 questions for a needs assessment survey for your school (we will share in class).</li> </ul>	<ul style="list-style-type: none"> <li>Vogt &amp; Shearer, Ch. 3</li> </ul>
Apr 29	<ul style="list-style-type: none"> <li>Working with families/serving as a leader, scholar, and advocate.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #12: Write three possible research questions for your upcoming (EDRD 635) research project.</li> <li>Workshop notebooks due</li> </ul>	<ul style="list-style-type: none"> <li>Vogt &amp; Shearer, Ch. 12 and 13</li> </ul>
May 6th	<ul style="list-style-type: none"> <li>Discussion of mentoring reports – what was learned, what you would change next time.</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring final report due – submit in paper and post to TaskStream.</li> </ul>	<ul style="list-style-type: none"> <li>Class will begin preparation for your EDRD 635 assignments.</li> </ul>