

George Mason University
College of Education & Human Development — Graduate School of Education
Advanced Studies in Teaching & Learning — Master of Education Program
GSE Website: www.gse.edu

EDRD 635, "School-Based Inquiry in Literacy"/Summer 2012 (3 credits)

Key Information

Instructor: Kristien Zenkov, PhD, Associate Professor
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Class meetings

We will meet at the Fairfax Education Association building, following a general Mon/Wed class schedule between Mon, May 14th and Wed, Jun 27th, meeting in a 4:00-8:30 pm window. Please see the details of our meeting days/times listed in the schedule at the end of this syllabus. Individual and small group meeting times and/or discussion online may be required. We will also have a Web presence and we will "meet" asynchronously every week. I am happy to clarify and lend assistance on assignments, but please contact me within a reasonable timeframe. I look forward to collaborating with each of you as you work toward your goals.

Instructor Perspective on Literacy Leadership

Teachers are often encouraged to implement "research-based" practices, required to attend workshops where research findings are presented, provided with lists of books that synthesize research, and asked to suggest changes in practice based on the implications of research. Although these practices have their usefulness, the assumption implicit in much of the discourse surrounding educational research and professional development practices is that teachers are *consumers* and/or *objects* of research and professional development activities, rather than *producers* of scholarship and new knowledge and skills. The past decade has seen a growing movement to upend those assumptions through an emphasis on the importance of teacher research and teacher-directed professional development. Thus, the research and theory we will read and the methodologies with which we will engage are those associated with "teacher research" (i.e., research conducted by teachers for professional purposes) and "teacher leadership"—in our case oriented toward literacy educators. Teacher research and teacher leadership position teachers as *producers* of new knowledge and enhanced skills—professionals who can learn about and improve their practice by studying important questions that grow from their own, their colleagues', their students', and their communities' experiences and observations.

This class is designed to support you in using and building on the ideas and content you have encountered in your previous coursework in the Mason reading specialist program. Most importantly, the course assists you as you consider ways to better support children, youth, other education professionals, and the larger communities with which you are and will be working. Thus, for every activity in this course, you must act and study with multiple lenses—as a student, teacher, leader, and advocate. Although the work required to achieve these goals is intensive, the course is designed to provide you with much support. Our readings, discussions, and activities will help you develop your own rationale and "road map" for your approach to literacy leadership. We will dig into readings together, write often and share our writing with one another, and support each other in our goals.

Instructor Introduction

I believe that the best teachers know themselves as literate people in the broadest sense. I will ask you also to know yourselves as professionals with a variety of literacies, including those of photographers, visual sociologists, and community constituents. Teachers and those who work with children and youth must be resilient individuals who are willing to take risks to let school literacies matter to themselves, their students, and the broader community. I will expect you to be your best, brightest, most thoughtful, and most creative selves. I

intend that this course will be one that you remember, and that you will care passionately about the work we do. I will have uncompromising professional standards for your behavior, participation, and openness. At the same time, I will do everything possible to ensure that you meet these standards. My hope is that we will experience much intellectual camaraderie, engaging discussion, and laughter as we proceed. I encourage you to take risks and celebrate the risks taken by your colleagues.

I bring the perspectives of a veteran teacher and teacher educator, as well as the points of view of a community activist and artist, most recently working in international contexts. I approach all educational experiences with the goal of helping students to learn to be active, creative, "real world" members of a just society. It is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years experience, an active scholar, and an advocate for children and youth and schools, playing a critical role is my right and responsibility. It is my hope that you will take on this same role. Perhaps most importantly to you, I have spent my school and university teaching career working across school and university settings with a wide range of children and youth, so I am confident that I'll be able to support you in this class. As well, as a scholar and teacher dedicated to addressing the everyday life and learning challenges of our most diverse youth and teachers, I think I will be able to be especially sensitive to your teaching and research challenges. Finally, much as you as university students must be concerned with your own development and others' assessments of your class efforts, I am committed to my growth as a teacher and teacher educator.

I will ask you to think of our literacy teaching and literacy leadership practices with children, youth, and adults in three categories, framed by an assessment-driven, "backwards" design:

- 1) "Ways Out": What is the student's "way out" of the text or activity with which you are asking them to engage? That is, what artifacts and demonstrations will the student complete to exhibit her/his comprehension of the key ideas that they are encountering? How will you assess students' knowledge, skills, and attitudes? How will students demonstrate their retention of and relationship to the material?
- 2) "Ways In": What is the student's "way in" to this text or activity? That is, how are you approaching the student's natural interests in or motivations for this assignment? Think about how you might use the student's existing "literacies" to do this. What specific strategies will you use?
- 3) "Ways Through": What are students' "ways through" this text or activity? That is, what strategies and tools are you giving students to make sense of and understand the sources you're using with this assignment? How will students translate the material into their own terms?

Course Overview

Prerequisite(s)

EDRD 630, 631, 632, 633, and 634; admission to literacy emphasis; or permission of program coordinator

Course Description

Capstone course in literacy emphasis focusing on research-based inquiry related to literacy in school settings; includes review of literature and teacher inquiry project.

Rationale

As a required portion of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program, this course addresses required Virginia Department of Education and International Reading Association competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master's degrees.

Course Delivery and Structure

This course primarily uses a face-to-face seminar format based on discussion of class topics and readings as well as related experiences and assignments. Students are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Activities will include mini-lessons and/or lectures, individual conferences, small group discussions, presentations, strategy modeling, whole class sharing, and reflection. Regular online discussions via Blackboard will also be required. 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.

Course Outcomes

As a result of this course, students will achieve the following outcomes:

1. Identify specific areas of literacy interest; plan research steps for gaining information about their interest; and begin to carry out those plans and articulate the answers derived
2. Read and analyze literacy studies related to their research interest and write an intelligent and coherent literature review
3. Write an opinion article advocating for an approach or issue based on their research interest in literacy
4. Write a grant proposal to fund a project or materials to enhance her/his role as a literacy leader
5. Analyze teacher research projects and make proposals for implementation and findings in students' settings

IRA 2010 Standards Addressed

1.1: Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts

- Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests)
- Demonstrate a critical stance toward the scholarship of the profession
- Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical)

1.2: Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers

- Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education

1.3: Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals

- Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior

2.1: Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students

- Develop and implement the curriculum to meet the specific needs of students who struggle with reading
- Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students
- Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12

6.2: Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community

- Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians
- Join and participate in professional literacy organizations, symposia, conferences, and workshops
- Demonstrate effective interpersonal, communication, and leadership skills
- Demonstrate effective use of technology for improving student learning

6.4: Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction

- Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts
- Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members
- Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction

Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.

Virginia State Standards Addressed

- Standard 6i. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders, etc.
- Standard 6j. Demonstrate knowledge of current research and exemplary practices in English/reading

Performance-Based Assessments (PBA)

Each course in the reading specialist sequence includes at least one "performance-based assessment" (PBA) that demonstrates a student's proficiency with relevant professional standards. Students are required to submit the designated PBA to each course instructor so that the assignment can be evaluated when the assignment is due; assignments *must* be submitted via TaskStream, and instructors may also require students to submit these via other electronic or hard copy means. The TaskStream assessment system can be found at <https://www.taskstream.com/pub/>. *Note: No final grades for courses will be posted until ALL required PBAs are completed and posted to TaskStream.*

Required State Licensure Assessment

The "Reading for Virginia Educators: Reading Specialist" (RVE for Reading Specialists) is the assessment all individuals must pass in order to earn a Virginia Reading Specialist license. Taking this test is also a program requirement for students in the K-12 Reading Specialist Concentration. Students must scan their score sheets and

post these to TaskStream by the last session of EDRD 635. This is a new version of the test; changes took place July 1, 2011. Registration information for the new tests is available on the ETS Web site <http://www.ets.org/praxis/register>. Information on the test can be found at <http://www.va.nesinc.com/>. *Note: If a student has previously taken the Virginia Reading Assessment for Reading Specialists—or VRA—this score will also be accepted for both licensure and TaskStream purposes.*

Graduation and Licensure

- To be eligible for graduation you must at least attempt the "Reading for Virginia Educators: Reading Specialists (RVE) assessment and post your score to TaskStream.
- 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 the fall semester.
- To be eligible for licensure, you must earn a passing score on this test before you apply for a reading specialist license. See <http://www.va.nesinc.com/> for more information.
- To apply for your Virginia reading specialist license, meet with the GMU Licensure Specialist, who can be reached at edlicen@gmu.edu. You can learn about how to seek your license through Mason by visiting <http://cehd.gmu.edu/teacher/>. 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.

George Mason University Policies and Resources for Students

Academic Integrity (honor code, plagiarism)

Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Mason Email

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].

Counseling and Psychological Services

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

Office of Disability Services

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.

Sound Emitting Devices

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

The Writing Center (Optional Resource)

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

University Libraries (Optional Resources)

The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.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 academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://alert.gmu.edu>. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at <http://cert.gmu.edu/>.

Graduate School of Education

For more information regarding the Graduate School of Education, please visit <http://gse.gmu.edu/>. For more about the College of Education and Human Development, please visit <http://cehd.gmu.edu>.

Required and Recommended Texts

Required Texts

Bean, R.M. & Dagen, A.S. (Eds.) (2012). *Best practices of literacy leaders: Keys to school improvement*. New York, NY: Guilford.

Recommended Texts (these articles and reading requirements will be discussed in class)

Ewaida, M. (2008). *Hearing their own voices: The effects of using multicultural literature with English language learners*. Unpublished masters teacher research project. Note: This paper will be provided electronically.

Groves, M. (2011). *Readers theater: The path to reading enjoyment and comprehension*. Unpublished masters teacher research project. Note: This paper will be provided electronically.

Marcus-Nazlica, A. (2011). *The not-so-end result: An action research study on using informative assessment to assist students in their learning*. Unpublished masters teacher research project. Note: This paper will be provided electronically.

Tumolo, M. (2011). *Interactive storytelling: A classroom case study*. Unpublished masters teacher research project. Note: This paper will be provided electronically.

Vimont, D. (2011). *Listen, pause, echo: Improving reading fluency and expressiveness using video-based assisted repeated reading*. Unpublished masters teacher research project. Note: This paper will be provided electronically.

Zenkov, K. & Harmon, J. (2009). Picturing a writing process: Using photovoice to learn how to teach writing to urban youth. *Journal of Adolescent and Adult Literacy*, 52(7), 575-584. Note: This article will be provided electronically.

Zissner, W. (2006). *On writing well*. Harper Perennial.

Additional readings available on-line and/or in class.

Materials

In addition to the books required for this course, you will need access to a digital camera and a computer (with web, email, and printing privileges). As well, I recommend that you join at least one professional association (e.g., the International Reading Association) *now*: the resources to which you have access are generally incredible and the cost is reasonable for student members.

Course Requirements and Evaluation Criteria

General Requirements

All assignments should be turned in on the due date indicated in the schedule below via paper copy OR email attachment (by 4:30 pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment title (ex: Smith_Proposal.docx). All assignments must be typed, in 12-point Times New

Roman font, and double-spaced with one-inch margins. 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. 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 generally be available before and after class, by appointment, and by e-mail or phone. *Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.*

CEHD Core Values and Dispositions

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. Please go to <http://cehd.gmu.edu/values/> for more information. Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu> for a listing of these dispositions.

Attendance, Participation, and Community Engagement (15%)

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. My goal is to develop a comfortable on-line and face-to-face classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. Your attendance, thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade. It is your responsibility to share and respond with insights, questions, comments, concerns, artifacts, and images from the readings and your teaching, research, and leadership experiences. Please turn off all mobile phones, computers, and pagers when you participate in our class.

Daily/weekly attendance and consistent, thoughtful participation—via both face-to-face sessions in individual conference, small groups, or our whole class AND via our Blackboard discussions—will earn you the full 15% for attendance, participation, and community engagement. For each session, conference, meeting, or Discussion Board activity you are absent (unexcused), 5 points will be deducted from your class participation points up to the total of 15 points. Attendance will be taken beginning on the first class session. Two tardies are equivalent to one absence, and missing 30% or more of our class sessions will result in automatic failure of the class. If, due to an emergency, you will not be able to participate during a given week of class, please contact me as soon as possible and certainly prior to any face-to-face class time; it's best to do so via my email or my mobile phone (216.470.2384). Students are responsible for obtaining information given during class discussions despite attendance. You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due.

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. Participants are expected to log onto Blackboard at least twice weekly during our course. The Blackboard URL is <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>. Each week each participant will be responsible for contributing at least one posting and responding to at least three peers' postings. Please post contributions by the end of the week in which the topic is discussed. Discussion postings should be thorough and thoughtful. Just posting an "I agree/disagree with your comment" or "I think the same" to someone else's thoughts is not considered adequate.

Critical Friends Focus Group Sessions (10%)

Working in small groups (3-4)—our "Critical Friends"—organized by Dr. Zenkov based on your literacy topics, participants will choose a theme that reaches across their individual topics and then address that theme in a presentation and activity for our class through the following components:

- 1) identify and review at least one research article on their topic, sharing this article with the class for our reading and discussion
- 2) present a summary of the findings of this article to the class, and engage the class in a discussion of the topic

- 3) from the bank of teacher research reports Dr. Zenkov shares, identify a teacher research project relevant to your article and topic, highlight the methodology and findings from this study, how you might modify this project for at least one group member's setting, and explore anticipated findings of this new project

In the discussion you facilitate, do your best to use a discussion strategy that you and your peers might implement in your own school settings, with colleagues or students. Appropriate handouts and support materials must be provided for the presentation, discussion, and consideration of the selected teacher research project. In class we will collaboratively develop additional details of this assignment and an assessment rubric.

Teacher Inquiry/Outreach Project (PBA) (75% total, divided between assignments below)

This Performance Based Assessment (PBA) is intended to instill a culture of outreach in coaching to support teachers in schools. Competent and effective reading specialists and literacy coaches should be prepared to investigate and understand the needs of the teachers they serve, as well as to advocate and secure resources and services for teachers and students in their schools. Therefore, the PBA for this course is comprised of three integrated parts:

- 1) Literature Review
- 2) Opinion-Editorial (Op-Ed) Piece
- 3) Grant Proposal

A detailed description of each of these three assignments is provided below and rubrics for evaluating each component are included in Appendices A-C. Please follow all APA guidelines to complete this assignment. The PBA is not considered to be complete unless all three parts are submitted.

Part 1: Literature Review (25%)

Literacy specialists need to be knowledgeable of the current research in literacy. Choose a topic in the field of literacy that you think that needs to be developed in your school. Review the current (past 10 – 15 years), relevant (focused on your topic), peer-reviewed research on the topic. Also, review any seminal work and theoretical bases that would ground your topic in the research literature. Write a well-organized synthesis and critique of the research on the topic that captures what has been done and what needs to be done. Your review should conclude with a clear and insightful analysis of how your topic contributes to literacy success as well as how this knowledge can be used to address the needs of all learners. In preparation for the final literature review, you will complete one "Critical Research Literature Reflection." This assignment is intended to engage you in a thoughtful process that will help you do a bit of reconnaissance for your literature review and continue your development as critical consumers of education literature. The "Critical Reflection" should be 3-4 pages or approximately 600-900 words. You will review and critique literature for related to your topic (this could include artifacts such as school policies, empirical research, policy or interviews etc.) that relates to your topic. This Critical Reflection should describe how you relate to the ideas of the author of the literature considered and how and these ideas can *and* cannot be applied in practice.

Part 2: Opinion-Editorial Piece (25%)

Literacy specialists are well-educated professionals. Accordingly, they are in a position to advocate for the education profession. For this assignment, you are to write an opinion piece or a letter to policy makers based on the information that was developed in the literature review (Part I). The piece should include ideas for organizational change, professional development, or other recommendations to those who are in a position to effect change. The opinion piece should be about 500 – 750 words and should include the following characteristics: (a) is tightly focused on one issue; (b) the topic is presented clearly in the first paragraph; (c) the information is credible and well researched—based on the literature reviewed; (d) the issue is timely, can be controversial, but is not offensive; (e) the piece has a clear point of view; (f) the piece makes reference to other points of view, where applicable; (g) the piece concludes with a 'next steps' or a 'call to action' that suggest what can be done. The letter should be sent to the District Office, the School Board, or a local or otherwise relevant newspaper, journal, or organization. Evidence that the piece has been submitted is required for successful completion of Part II.

Part 3: Grant Proposal (25%)

Literacy specialists are in a position to procure funding to create, support, or develop literacy programs or instruction within the school. Based on the topic of the literature review conducted in Part I and the opinion piece in Part II, locate a small grant opportunity that addresses your school's needs and interests. You will write the proposal based upon the instructions for that particular grant and submit the grant within the grantor's deadline for submission. Your proposal should follow all of the guidelines suggested by the funding agency and include all of the necessary permissions and attachments required to submit the grant application. Therefore, you must submit the grant proposal guidelines with your proposal. Evidence that the proposal has been submitted is required for successful completion of Part III.

Assessment and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below, and a specific rubric provided with each assignment. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- "C" level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible.

Grading Scale

A+ = 100%

A = 94-99%

A- = 90-93%

B+ = 85-89%

B = 80-84%

C = 70-79%

F = Below 70%

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.

Assignments/Possible Points

Attendance, Participation, and Community Engagement = 15 points

Critical Friends Focus Group Sessions = 10 points

Teacher Inquiry/Outreach Project = 75 points

Total = 100 points

Resources

Articles and Books

American Psychological Association (2010). *Publications manual of the American Psychological Association*

- (6th ed.). Washington, DC: Author. ISBN: 978143380561-5.
- 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.
- Biancarosa, G. & Snow, C.E. (2004). *Reading next—A vision for action and research in middle and high school literacy: A report from the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education, 12.
- Burnaford, G., Fischer, F. & Hobson, D. (1996). *Teachers doing research: Practical possibilities*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Carlisle, L.R., Jackson, B. & George, A. (2006). Principles of social justice education: The social justice education in schools project. *Equity & Excellence in Education* 39, 55-64.
- Children's Defense Fund. (2008). *The state of America's children yearbook*. Available: www.childrensdefense.org/ac2001/Acol.ASP.
- Chiseri-Strater, E. & Sunstein, B. (2006). *What works? A practical guide for teacher research*. Heinemann. Note: Intro and sample chapter can be found at <http://books.heinemann.com/shared/onlineresources/E00713/chapter9.pdf> and ordered on-line at <http://books.heinemann.com/products/E00713.aspx>.
- Cochran-Smith, M., Lytle, S.L (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25.
- Cook-Sather, A. (2009). *Learning from the student's perspective: A methods sourcebook for effective teaching*. Boulder, CO: Paradigm Publishers.
- Courtland, M.C., & Gambell, T.J. (1994). *Curriculum Planning in the Language Arts K-12: A Holistic Perspective*. North York, Ontario: Captus Press.
- Duncan-Andrade, J. (2005). Toward teacher development for the urban in urban teaching. *Teaching Education*, 15, 339-350.
- Ewald, W. (2001). *I wanna take me a picture: Teaching photography and writing to children*. Boston: Center for Documentary Studies/Beacon.
- Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.
- Freeman, D. (1998). *Doing teacher research: From inquiry to understanding*. Toronto, Canada: Heinle & Heinle Publishers.
- Hanks, R.S. & Ponzetti, J.J. (2004). Family studies and intergenerational studies: Intersections and opportunities. *Journal of Intergenerational Relationships*, 2(3/4), 5-22.
- Herrell, A. & Jordan, M. (2007). *Fifty strategies for training English language learners*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Hopkins, D. (1993). *A teacher's guide to classroom research*. Buckingham, England: Open University Press.
- Hubbard, R. & Power, B. (1999). *Living the questions: A guide for teacher researchers*. NY: Stenhouse Publishers.
- Jones, S. (2006). *Girls, social class, and literacy: What teachers can do to make a difference*. Portsmouth, NH: Heinemann.
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Research*, 35(7), 3-12.
- Lucas, T. & Villegas, A.M. (2003). *Educating culturally responsive teachers: A coherent approach*. Albany, NY: State University of New York Press.
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General Websites

- George Mason University Library: <http://library.gmu.edu/>

- What Kids Can Do: www.whatkidscando.org
- Through Students' Eyes: www.throughstudenteyes.org
- International Reading Association (IRA): www.reading.org
- National Council of Teachers of English (NCTE): www.ncte.org
- International Visual Sociology Association (IVSA): www.visualsociology.org

Teacher Research Websites

- 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

- Greater Washington Reading Council: www.gwrc.net
- Virginia State Reading Association: www.vsra.org
- International Reading Association (IRA) (organization for educators/ and researchers) www.reading.org
- Literacy Research Association (LRA) (an international literacy research organization): www.nrconline.org
- National Council of Teachers of English (NCTE): www.ncte.org
- International Visual Sociology Association (IVSA): www.visualsociology.org
- Teachers of English to Speakers of Other Languages (TESOL): http://www.tesol.org/s_tesol/index.asp

Tentative Schedule

Date	Topic	Assignment due	Reading(s)
M, May 14 4:30-7:30 pm	<ul style="list-style-type: none"> • Introductions, course overview, syllabus, requirements • Reflect on program experiences and literacy leadership • The role of the reading specialist in policy & advocacy • Zenkovian writing mini-lesson #1 	<ul style="list-style-type: none"> • None! 	<ul style="list-style-type: none"> • None!
M, May 21 4:30-8:30 pm	<ul style="list-style-type: none"> • Individual conferences—No Class • Brainstormed list of literacy topics that resonate with you and your school's needs 	<ul style="list-style-type: none"> • Discussion Board Assignment #1 • One article (any source) related to potential literacy topic(s) • "Perfect" book 	<ul style="list-style-type: none"> • Bean & Dagen, Ch. 1-2
W, May 23 4:30-7:30 pm	<ul style="list-style-type: none"> • Beginning the literature review process • Research techniques, Zotero, and more • Critical Friends groups • Zenkovian writing mini-lesson #2 	<ul style="list-style-type: none"> • Two add'l articles (any source) related to potential literacy topic(s) 	<ul style="list-style-type: none"> • Kucan article
M, May 28	<ul style="list-style-type: none"> • Memorial Day—No Class 	<ul style="list-style-type: none"> • None! 	<ul style="list-style-type: none"> • None!
W, May 30 4:30-8:30 pm	<ul style="list-style-type: none"> • Evaluating literature for relevance and validity and reliability • Creating a logic chain and narrowing your literature review topic • Zenkovian writing mini-lesson #3 	<ul style="list-style-type: none"> • Discussion Board Assignment #2 • Minimum three add'l peer-reviewed research articles related to potential literacy topic(s) 	<ul style="list-style-type: none"> • Flanigan article
M, Jun 4 4:30-8:30 pm	<ul style="list-style-type: none"> • Becoming a leader: Elementary & secondary coaching • Critical Friends Focus Group #1 • Connections between published literacy leaders' efforts and our literacy topics 	<ul style="list-style-type: none"> • Critical Research Literature Reflection (3-4 copies) 	<ul style="list-style-type: none"> • Bean & Dagen, Ch. 3, 4, 8 • Critical Friends article #1
W, Jun 6 4:30-7:30 pm	<ul style="list-style-type: none"> • Asynchronous class session • Op-Ed writing • Choosing an outlet • Choosing a position 	<ul style="list-style-type: none"> • Discussion Board Assignment #3 • 3-5 op-ed pieces (electronically shared with class) 	<ul style="list-style-type: none"> • Editorials and op-ed pieces in range of sources

Date	Topic	Assignment due	Reading(s)
M, Jun 11 4:30-8:30	<ul style="list-style-type: none"> • Becoming a leader: Working with other school leaders • Critical Friends Focus Group #2 	<ul style="list-style-type: none"> • Discussion Board Assignment #4 • Literature Review 	<ul style="list-style-type: none"> • Bean & Dagen, Ch. 5-6 • Critical Friends Article #2
W, Jun 13 4:30-7:30	<ul style="list-style-type: none"> • Becoming a Leader: Targeting instruction • Zenkavian writing mini-lesson #4 	<ul style="list-style-type: none"> • Op-Ed outline/draft due for critical friends 	<ul style="list-style-type: none"> • Bean & Dagen, Ch. 10-14 (choose 3)
M, Jun 18 4:00-8:00 pm	<ul style="list-style-type: none"> • Researching and analyzing grant announcements • Matching school needs • Critical Friends Focus Group #3 	<ul style="list-style-type: none"> • Discussion Board Assignment #5 • 2-3 grant announcements 	<ul style="list-style-type: none"> • Maxwell, Nutt, and Stinson articles • Critical Friends Article #3
W, Jun 20 4:00-7:00 pm	<ul style="list-style-type: none"> • Becoming a Leader: Policy decisions • Grant writing: Needs assessment • Zenkavian writing mini-lesson #5 	<ul style="list-style-type: none"> • Op-Ed paper due 	<ul style="list-style-type: none"> • Bean & Dagen, Ch. 5-6/15-16 (choose 2)
M, Jun 25 4:00-8:00 pm	<ul style="list-style-type: none"> • Grant writing: Project narrative & and budget • Critical Friends Focus Group #4 	<ul style="list-style-type: none"> • Discussion Board Assignment #6 • 	<ul style="list-style-type: none"> • Bean & Dagen, Ch 17-18 • Critical Friends Article #4
W, Jun 27 4:00-7:00 pm	<ul style="list-style-type: none"> • Grant writing: Streamlining the logic chain & revising for clarity • Project debrief • Course evaluation 	<ul style="list-style-type: none"> • Grant Proposal draft 	<ul style="list-style-type: none"> • None
F Jun 29	<ul style="list-style-type: none"> • No class meeting 	<ul style="list-style-type: none"> • All final assignments due, including final Grant Proposal 	<ul style="list-style-type: none"> • None

Appendix A
Literature Review Rubric

IRA Standards/ Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
1.1c Critical stance toward the scholarship of the profession	The review offers an effective synthesis and critique of the body of literature on the topic.	The review provides only a synthesis of research on the topic.	The review provides a summary of the research on the topic.	The review is not well organized; research is not clearly summarized.	
1.1d Read and understand the literature and research about factors that contribute to literacy success	The review draws original and insightful conclusions about the factors that contribute to literacy success.	The review concludes with a synthesis of factors that contribute to literacy success.	The review includes a summary of factors that contribute to literacy success.	The review does not address how factors contribute to literacy success.	
1.2a Interpret and summarize historically shared knowledge that addresses the needs of all learners	The review draws original and insightful conclusions about knowledge from the field that can be used to address the needs of all learners.	The review provides a synthesis of knowledge from the field that can be used to address the needs of all learners.	The review provides a summary of knowledge from the field that can be used to address the needs of all learners.	The review does not provide a view that addresses the needs of all learners.	

**Appendix B
Op-Ed Rubric**

IRA Standards/ Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
1.2b Inform educators and others about the historically shared knowledge base in literacy and its role in literacy education	Provides accurate and credible (indicates source of facts) information based on research and professional knowledge	Provides accurate information on the topic based on research and professional knowledge but does not indicate source of facts	Provides information on the topic based on professional knowledge and opinion	Does not provide information on the topic or bases information on opinion only	
1.3 b Communicates the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior	Piece provides a strong yet positive message and very strongly models fair mindedness and ethical principles	Piece provides a strong yet positive message and strongly models fair mindedness and ethical principles	Piece provides a generally positive message but does not model fair mindedness and ethical principles	Piece does not provide a positive message nor does it model ethical principles	
6.4a Demonstrate an understanding of local, state, and national policies that affect literacy instruction	Provides an accurate and well-connected tie between the topic relevant policies that affect literacy instruction	Provides accurate information about relevant policies that affect literacy instruction	Provides information about relevant policies, but the information is not completely accurate	Does not address policy issues	
6.4c Promote effective communication and collaboration among stakeholders	Piece provides a well-reasoned next steps or call to action that is within the purview of readers to do	Piece provides a next steps or call to action that is well-reasoned but not within the purview of most readers	Piece provides a next steps or call to action that is not well reasoned	Piece does not provide a next steps or call to action	
6.4d Advocate with various groups for needed organizational and instructional changes to promote effective literacy instruction	Piece provides clear and purposeful direction for members of various groups regarding changes that would promote effective literacy instruction	Piece provides clear direction for members of various groups regarding changes that would promote	Piece indicates that various groups should promote effective literacy instruction but does not provide direction	Piece does not address changes that could be implemented by various groups to promote effective literacy instruction	

Evidence that letter was submitted? *Yes/No*

Appendix C
Grant Proposal Rubric

IRA Standards/ Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
1.1a Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts	Proposal presents well-researched, well-defined and well-connected theoretical base to support the work to be funded	Proposal presents well-defined theoretical base but it is not well connected to work to be funded	Proposal presents a theoretical base, but it is not well defined	Proposal does not present a theoretical base for the work to be funded	
1.1d Read and understand the literature and research about factors that contribute to reading success	Proposal presents a concise and well-researched treatment of the current and relevant knowledge of topic for the work to be funded	Proposal presents current and relevant knowledge of the topic for the work to be funded	Proposal includes a review of research that is relevant to the work to be funded	Proposal does not include a review of research on the topic	
2.1 Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum for all students	Proposal demonstrates very strong understanding of research and literature that undergirds reading and writing curriculum for all students	Proposal demonstrates strong understanding of research and literature that undergirds reading and writing curriculum for all students	Proposal demonstrates a moderate understanding of the research and literature that undergirds the reading and writing curriculum for all students	Proposal demonstrates a limited understanding of the research and literature that undergirds the reading and writing curriculum for all students	
6.2d Demonstrate effective interpersonal, communication, and leadership skills	Proposal demonstrates a very strong understanding of audience and professionalism in communication	Proposal demonstrates a strong understanding of audience and professionalism in communication	Proposal demonstrates a moderately strong understanding of audience and professionalism in communication	Proposal demonstrates a weak understanding of audience and professionalism in communication	
6.4b Write proposals that enable schools to obtain additional funding to support literacy efforts	Plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school as well as who will be involved in executing the plan and how the plan will be evaluated	Plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school. EITHER involved personnel OR evaluation of the plan are discussed, not both	Plan for using the funds is well organized and presents a clear picture of how the funds will support literacy efforts in the school. NEITHER involved personnel NOR evaluation of the plan are discussed	Plan for using the funds is not clearly organized	