

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Literacy Program**

EDRD 635-6L4: School-Based Inquiry in Literacy
3 Credits, Summer 2016
Tuesday, Thursday 5:15-7:55 pm; Saturday (asynchronous online)
Triangle Elementary School, Library
Kelly Leadership Building, Room 2011 (June 21 & 28 only)

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites

EDRD 630 Advanced Literacy Foundations and Instruction, Birth to Middle Childhood, admission to the literacy emphasis, or permission from the program coordinator.

EDRD 631 Advanced study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Includes reading, writing, and oral communication.

EDRD 632 Literacy Assessments and Interventions for Groups. Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. Class members conduct related practice in their own classrooms or specified field settings.

EDRD 633 Literacy Assessments and Interventions for Individuals. Provides literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. Requires assigned practicum experience.

EDRD 634 School Based Leadership Prepares reading specialist as a school leader. Expands knowledge of literacy gained in prerequisite courses, and applies it to professional development work with teachers at their own site.

EDRD 637 Supervised Literacy Practicum. Supervised literacy practicum that requires students to conduct assessments of and provide instruction to struggling readers.

B. University Catalog 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. This is a required course for teachers seeking a Virginia Reading Specialist License, K-12.

C. Expanded Course Description

This course will be conducted in a Hybrid context and taught through a combination of face-to-face lecture, discussion, and online activities (both asynchronous and synchronous).

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

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. (Literature Review; Article Review)
2. Read and analyze literacy studies related to their research interest and write an intelligent and coherent literature review. (Literature review)
3. Write an opinion article advocating for an approach or issue based on their research interest in literacy. (Op-Ed)
4. Write a grant proposal to fund a project or materials to enhance her/his role as a literacy leader. (Grant Proposal)
5. Make a formal presentation to their peers on a research plan and preliminary findings. (Presentation)

PROFESSIONAL STANDARDS (International Reading Association):

IRA Standards (2010 Standards for Reading Professionals): 1.1, 1.2, 1.3, 2.1, 6.2, 6.4

1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

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.

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.

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

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

Virginia State Standards addressed in this course: 6i, 6j

6i. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders, etc.

6j. Demonstrate knowledge of current research and exemplary practices in English/reading.

NATURE OF COURSE DELIVERY: HYBRID

This course uses a blended online and face-to-face seminar format based on discussion of class topics and readings as well as related experiences and assignments from your classroom-based practice. You are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Online and in-person activities will include small group discussions, blogging, video and live presentations, whole class sharing and discussion, and reflection. You will also engage in activities designed to encourage application of materials from the readings and discussions to the role of a reading specialist in Virginia.

Class meetings

Face to Face meetings: Tuesdays, 5:15-7:55

In-person class attendance is required on: May 10, May 17, May 24, May 31, June 7, June 14, and June 21.

Synchronous meetings: Thursdays, 5:15. Synchronous online attendance is required on May 12, May 19, June 9, and June 23. You are expected to log into Blackboard Collaborate and be prepared to begin class at 5:15. Please test your plug-ins and computer equipment in advance in order to participate using Blackboard Collaborate.

Asynchronous online classes do not meet at a scheduled time. These sessions are individualized so that each student can work at a convenient time. Please note that each online module is planned to take approximately 5 hours over the

assigned window (in addition to regularly assigned reading). Please schedule your time accordingly. Asynchronous individual and small group meeting times and/or discussion online will be required on the following dates: May 14, May 21, May 26, May 28, June 1, June 4, June 11, June 16, June 18, June 25, June 28, and June 30.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

EXPECTATIONS:

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

REQUIRED TEXTS:

There are no required texts for this course beyond the articles listed on the syllabus and required for assignments (all of which can be accessed through the GMU library).

RECOMMENDED TEXTS:

APA Manual, 6th edition

Zinsner, W. (2006). *On writing well, 30th anniversary edition: The classic guide to writing nonfiction*. New York, NY: HarperCollins.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment Descriptions

A. Class Participation: (10%) Class attendance is expected. Class participation is a required component of your grade. It is expected that you fully participate in both online and face-to-face settings. Participation involves several aspects: being fully prepared for class, completing work in a timely manner, offering critical insights to discussions, asking in-depth, thoughtful questions, and providing thoughtful, responsive feedback to your peers. ***It is critical to keep up with the readings.*** It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions.
2. Discussion of the week's readings via discussion boards and in-class small groups.
3. Critical friend meetings and/or pair and small group meetings in which you will provide feedback and support for each other's work.

The following rubric will be used for assessment:

	Exceeds Expectations (5 points)	Meets Expectations (3 points)	Approaching Expectations (1 points)	Does Not Meet Expectations (0 points)
Attendance (50%)	The candidate attended all face-to-face and synchronous classes and was always on time for class.	The candidate missed 1 face-to-face or synchronous class. The candidate was occasionally late for class/left early.	The candidate missed 2 face-to-face or synchronous classes. The candidate was often late to class/left early.	The candidate missed 3 or more face-to-face or synchronous classes. The candidate was consistently late to class/left early.
Participation (50 %)	<ul style="list-style-type: none"> - The candidate actively participates in small and/or whole group class meetings by meaningfully contributing to each class session. The candidate critically considers class content and poses questions to push their thinking and address misunderstandings. - The candidate always demonstrates professionalism in all communications with professor and peers and follows procedures I the syllabus. 	<ul style="list-style-type: none"> - The candidate makes active contributions to the learning group and class. The candidate may usually, but not always, critically consider content and/or pose questions. - The candidate demonstrates professionalism in all communications with professor and peers. 	<ul style="list-style-type: none"> - The candidate participates at least peripherally in group and class discussions. The candidate is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking. - The candidate may occasionally demonstrate unprofessionalism in communications with professor and peers. 	<ul style="list-style-type: none"> - Candidate does not actively participate in discussions. - The candidate's communication with professor and peers is usually unprofessional.

B. Performance Based Assessment (PBA): (90%) A detailed description is included at the end of syllabus. This PBA blends a literature review (40%), Op-Ed piece (10%), and grant proposal (40%). **This performance-based assessment (PBA) MUST be uploaded *and* submitted to TK20 in Blackboard for evaluation when the assignment is due. ONLY PBAs posted to Tk20 will be graded. This means NO final grades will be posted until all materials are on Blackboard. You must post a PBA in order to receive class credit.**

2. Assignment Weighting

Assignment	Points	Due Dates
Class Attendance & Participation Small Group Discussion Critical Friends Meetings Online Collaborations	10	ongoing
Literature Review Annotated Bibliography (10 points) Final Paper (30 points)	40	May 21, June 4
Op-Ed	10	June 11
Grant Proposal	40	June 30

3. Grading Policies:

Please note that 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).

A	= 94 – 100%
A-	= 90 – 93%
B+	= 87 – 89%
B	= 80 – 86%
C	= 75 – 79%
F	= below 75%

4. Other Expectations

Class Attendance & Participation

Class attendance (face-to-face and online) is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me **PRIOR** to the class session via phone or email. Attendance will influence your grade as noted above. You are responsible for obtaining information given during class discussions despite attendance.

You are also expected to access Blackboard prior to every class session and module to download readings and other pertinent course documents. Our online course sessions and modules will be hosted on Blackboard. We will use Collaborate for synchronous class appointments, which require audio capabilities of a speaker and microphone. A variety of Blackboard media will be used for asynchronous class meetings. Video capabilities are highly encouraged for Collaborate.

You are expected to use proper online etiquette at all times. This includes respect for all participants and careful wording of responses. Remember that your writing reflects your voice in this class, and your tone or demeanor cannot be inferred from your writing. Therefore, thoughtful, respectful, and reflective comments are critical to participation. For a helpful guide, please visit <http://www.albion.com/netiquette/corerules.html>

Assignment Guidelines

All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) by class time (or by the time noted in the schedule for online assignments) on the date noted in the course schedule. (For asynchronous classes, assignments are due by 11:59 p.m. on the date in the schedule.) You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should follow APA (6th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic English writing format. Be sure to use APA format (6th ed.) when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your last name and assignment titles (ex: SMITH_LessonPlan1.docx).

Communication

Email is my preferred form of communication, so please check your GMU email account frequently, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays.

If you would like to talk with me, I will be available 15 minutes before and after class, as well as during class breaks. I am also happy to meet with you at other times by appointment.

Please note, the course schedule may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

5. Selected Performance Based Assessment (PBA detailed description):

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) Op-ed piece, and
- (3) Grant proposal.

A detailed description of each of these three assignments is provided below with a rubric for evaluating each part.

Please follow all APA guidelines to complete this assignment. The PBA is not considered to be complete unless all three parts are submitted.

Part I: *Literature Review*

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.

You must use peer-reviewed (scholarly) research articles. Do not use articles in state/local journals or practitioner-focused journals. Best to search the GMU databases

- Early Childhood Research Quarterly
- Journal of Early Childhood Literacy
- Journal of Literacy Research (formerly Journal of Reading Behavior)
- Language Arts
- Literacy Research & Instruction
- Reading Research Quarterly
- Reading and Writing Quarterly
- Yearbooks of the Literacy Research Association/National Reading Conference
- Yearbooks of the Association of Literacy Educators & Researchers/College Reading Association

Part II: *Op-Ed Piece*

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 newspaper or journal. Evidence that the piece has been submitted is required for successful completion of Part II.

Part III. Grant Proposal

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 piece has been submitted is required for successful completion of Part III.

6. TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT:

Every student registered for any Literacy course with a required performance-based assessment is required to submit this assessment, Adolescent Literacy Term Project to TK-20 (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TK-20. Failure to submit the assessment to TK-20 will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TK-20 submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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, and program will be sent to students solely through their Mason email account.
- d. 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/>).
- e. 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 (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

PROFESSIONAL DISPOSITIONS:

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT:

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

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

	<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments Due</u>
Week 1	Class 1: Tuesday, May 10 F2F	Course Overview Literacy Leaders: Roles in Policy & Advocacy Literature Review Analysis	<ul style="list-style-type: none"> – Read Flanigan, K. (2007). A concept of word in text. <i>Journal of Literacy Research</i>, 39(1), 37-70. – Talk to your division grant administrator by Sat., May 14.
	Class 2: Thursday, May 12 SYNC	Literature Review: Formulating a Research Question	<ul style="list-style-type: none"> – Read Hall, L. A. (2005). Teachers and content area reading: Attitudes, beliefs, and change. <i>Teaching and Teacher Education</i>, 21, 403-414.
	Class 3: Saturday, May 14 ASYNC	Literature Review: Finding & Evaluating Research	<ul style="list-style-type: none"> – DUE: Identify a research topic. Submit confirmation of talking with grants administrator. (Bb) – Research, read, and annotate AT LEAST 3 articles on your topic & begin to construct an argument/outline for your literature review. This is the start of your Annotated Bibliography assignment.
Week 2	Class 4: Tuesday, May 17 F2F	Literature Review: Evaluating Literature for Relevance, Validity, & Reliability	<ul style="list-style-type: none"> – Continue to work on your Annotated Bibliography assignment, adding another 5-6 articles. What does the research say about your topic? Bring this (and all of your articles) with you to class.
	Class 5: Thursday, May 19 SYNC	Literature Review: Drafting & Writing Literature Reviews	<ul style="list-style-type: none"> – draft of literature review outline (be prepared to share with your critical friends)
	Class 6: Saturday, May 21 ASYNC	Professional Work Session	<ul style="list-style-type: none"> – DUE: Completed Annotated Bibliography (Bb) – DUE: Identify literacy grant for proposal. (Bb)
Week 3	Class 7: Tuesday, May 24 F2F	Literature Review: Academic Writing	<ul style="list-style-type: none"> – DUE: Literature Review Outline (Bb)
	Class 8: Thursday, May 26 ASYNC	Professional Work Session	<ul style="list-style-type: none"> – Work on drafting your literature review.
	Class 9: Saturday, May 28 ASYNC	Professional Work Session	<ul style="list-style-type: none"> – Send your Literature Review draft to your critical friend. – Read and provide written feedback on your critical friend's literature review draft.
Week 4	Class 10: Tuesday, May 31 F2F	Literature Review: Critical Friend Feedback	<ul style="list-style-type: none"> – Be prepared to share feedback on your critical friend's draft.
	Class 11: Thursday, June 1 ASYNC	Professional Work Session	<ul style="list-style-type: none"> – Revise your draft based on feedback provided by your critical friend.
	Class 12: Saturday, June 4 ASYNC	Professional Work Session	<ul style="list-style-type: none"> – DUE: Final Literature Review (Bb)

	<u>Date</u>	<u>Topic</u>	<u>Readings & Assignments Due</u>
Week 5	Class 13: Tuesday, June 7 F2F	Op Ed: Craft Writing, Choosing an Outlet, Choosing a Position	<ul style="list-style-type: none"> Identify and read 2-4 editorials and op-ed pieces in newspapers and magazines, analyzing the craft of this type of writing. Be prepared to share these and your reactions in class.
	Class 14: Thursday, June 9 SYNC	Grant Writing: Researching & Analyzing Grant Announcements	<ul style="list-style-type: none"> Read Nutt, P. (2003). Anatomy of a grant proposal. <i>Tech Trends</i>, 47(1), 33-35. Read Stinson, K., & Renninger, P. (2007). Successful grantsmanship at the middle level. <i>Middle School Journal</i>, 39(1), 44-51. Read Maxwell, D. J. (2005). Money, Money, money: Taking the pain out of grant writing. <i>Teacher Librarian</i>, 32(3), 16-21. Identify grant announcements to share with the class. Begin working on your Grant Craft Wiki (completed with critical friends) on Bb.
	Class 15: Saturday, June 11 ASync	Professional Work Session	<ul style="list-style-type: none"> DUE: Final Op-Ed (Bb)
Week 6	Class 16: Tuesday, June 14 F2F	Grant Writing: Needs Assessment & Project Narrative	<ul style="list-style-type: none"> DUE: Grant Craft Wiki (completed with critical friends) (Bb) Bring 632 Part A and 634 Yearlong/Part A to class.
	Class 17: Thursday, June 16 ASync	Professional Work Session	<ul style="list-style-type: none"> Continue drafting your grant proposal.
	Class 18: Saturday, June 18 ASync	Professional Work Session	<ul style="list-style-type: none"> Send your grant proposal draft (be sure to include your needs assessment and project narrative) to your critical friend. Read and provide written feedback on your critical friend's draft.
Week 7	Class 19: Tuesday, June 21 F2F	Grant Writing: Budget Sourcing & Development	<ul style="list-style-type: none"> Be prepared to share feedback on your critical friend's draft.
	Class 20: Thursday, June 23 SYNC	Grant Writing: Revising for Clarity	<ul style="list-style-type: none"> Continue drafting your grant proposal.
	Class 21: Saturday, June 25 ASync	Professional Work Session	<ul style="list-style-type: none"> Send a complete grant proposal draft to your critical friend. Read and provide written feedback on your critical friend's grant proposal.
Week 8	Class 22: Tuesday, June 28 ASync	Professional Work Session	<ul style="list-style-type: none"> Revise your draft based on feedback provided by your critical friend.
	Class 23: Thursday, June 30 ASync	Professional Work Session	<ul style="list-style-type: none"> DUE: Final Grant Proposal (Bb) All PBA assignments must be posted to TK-20 by midnight.

ASSESSMENT RUBRIC(S)

Literature Review Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
<p>1.1c Demonstrate a critical stance toward the scholarship of the profession.</p>	<p><i>Provides exemplary evidence of a critical stance toward the scholarship of the profession.</i></p> <p>The review offers an effective synthesis and critique of the body of literature on the topic.</p>	<p><i>Provides satisfactory evidence of a critical stance toward the scholarship of the profession.</i></p> <p>The review provides only a synthesis of research on the topic.</p>	<p><i>Provides partial evidence of a critical stance toward the scholarship of the profession.</i></p> <p>The review provides a summary of the research on the topic.</p>	<p><i>Provides little or no evidence of a critical stance toward the scholarship of the profession.</i></p> <p>Research is not clearly summarized.</p>
<p>1.1d Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).</p>	<p><i>Provides exemplary evidence of reading and understanding the literature and research about factors that contribute to reading success.</i></p> <p>The review draws original and insightful conclusions about the factors that contribute to literacy success.</p>	<p><i>Provides satisfactory evidence of reading and understanding the literature and research about factors that contribute to reading success.</i></p> <p>The review concludes with a synthesis of factors that contribute to literacy success.</p>	<p><i>Provides partial evidence of reading and understanding the literature and research about factors that contribute to reading success.</i></p> <p>The review includes a summary of factors that contribute to literacy success.</p>	<p><i>Provides little or no evidence of reading and understanding the literature and research about factors that contribute to reading success.</i></p> <p>The review does not address how factors contribute to literacy success.</p>
<p>1.2a Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.</p>	<p><i>Provides exemplary evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i></p> <p>The review draws original and insightful conclusions about knowledge from the field that can be used to address the needs of all learners.</p>	<p><i>Provides satisfactory evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i></p> <p>The review provides a synthesis of knowledge from the field that can be used to address the needs of all learners.</p>	<p><i>Provides partial evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i></p> <p>The review provides a summary of knowledge from the field that can be used to address the needs of all learners.</p>	<p><i>Provides little or no evidence of interpreting and summarizing historically shared knowledge that addresses the needs of all readers.</i></p> <p>The review does not provide a view that addresses the needs of all learners.</p>

Op-Ed Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
<p>1.2b Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</p>	<p><i>Provides exemplary evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</i></p> <p>Provides accurate and credible (indicates source of facts) information based on research and professional knowledge.</p>	<p><i>Provides satisfactory evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</i></p> <p>Provides accurate information on the topic based on research and professional knowledge but does not indicate source of facts.</p>	<p><i>Provides partial evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</i></p> <p>Provides information on the topic based on professional knowledge and opinion.</p>	<p><i>Provides little or no evidence of informing educators and others about the historically shared knowledge base in reading and writing and its role in reading education.</i></p> <p>Does not provide information on the topic or bases information on opinion only.</p>
<p>1.3b Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</p>	<p><i>Provides exemplary evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</i></p> <p>The piece provides a strong yet positive message and strongly models fair mindedness and ethical principles.</p>	<p><i>Provides satisfactory evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</i></p> <p>The piece provides a positive message and models fair mindedness and ethical principles.</p>	<p><i>Provides partial evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</i></p> <p>The piece provides a generally positive message but does not model fair mindedness and ethical principles.</p>	<p><i>Provides little or no evidence of communicating the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.</i></p> <p>The piece does not provide a positive message nor does it model ethical principles.</p>
<p>6.4a Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.</p>	<p><i>Provides exemplary evidence of understanding local, state, and national policies that affect reading and writing instruction.</i></p> <p>Provides an accurate and well-connected tie between the topic relevant policies that affect literacy instruction.</p>	<p><i>Provides satisfactory evidence of understanding local, state, and national policies that affect reading and writing instruction.</i></p> <p>Provides accurate information about relevant policies that affect literacy instruction.</p>	<p><i>Provides partial evidence of understanding local, state, and national policies that affect reading and writing instruction.</i></p> <p>Provides information about relevant policies, but the information is not completely accurate.</p>	<p><i>Provides little or no evidence of understanding local, state, and national policies that affect reading and writing instruction.</i></p> <p>Does not address policy issues.</p>

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
<p>6.4c Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</p>	<p><i>Provides exemplary evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</i></p> <p>The piece provides well-reasoned next steps or call to action that is within the purview of readers to do.</p>	<p><i>Provides satisfactory evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</i></p> <p>The piece provides next steps or call to action that is well-reasoned but not within the purview of most readers.</p>	<p><i>Provides partial evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</i></p> <p>The piece provides next steps or call to action that is not well reasoned.</p>	<p><i>Provides little or no evidence of promoting effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.</i></p> <p>The piece does not provide next steps or call to action.</p>
<p>6.4d 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.</p>	<p><i>Provides exemplary evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.</i></p> <p>The piece provides clear and purposeful direction for members of various groups regarding changes that would promote effective literacy instruction.</p>	<p><i>Provides satisfactory evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.</i></p> <p>The piece provides clear direction for members of various groups regarding changes that would promote effective literacy instruction.</p>	<p><i>Provides partial evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.</i></p> <p>The piece indicates that various groups should promote effective literacy instruction but does not provide direction.</p>	<p><i>Provides little or no evidence of advocating with various groups for needed organizational and instructional changes to promote effective literacy instruction.</i></p> <p>The piece does not address changes that could be implemented by various groups to promote effective literacy instruction.</p>

Evidence that letter was submitted? Yes/No

Grant Proposal Rubric & Scoring Guide

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
<p>1.1a Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</p>	<p><i>Provides exemplary evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i></p> <p>The proposal presents a well-researched and well-defined and well-connected theoretical base to support the work to be funded.</p>	<p><i>Provides satisfactory evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i></p> <p>The proposal presents a well- defined theoretical base but it is not well connected to the work to be funded.</p>	<p><i>Provides partial evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i></p> <p>The proposal presents a theoretical base, but it is not well defined.</p>	<p><i>Provides little or no evidence of interpreting major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.</i></p> <p>The proposal does not present a theoretical base for the work to be funded.</p>
<p>2.1a Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>	<p><i>Provides exemplary evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i></p> <p>The proposal demonstrates complete understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>	<p><i>Provides satisfactory evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i></p> <p>The proposal demonstrates understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>	<p><i>Provides partial evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i></p> <p>The proposal demonstrates some understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>	<p><i>Provides little or no evidence of understanding the research and literature that undergirds the reading and writing curriculum for all students.</i></p> <p>The proposal demonstrates a limited understanding of the research and literature that undergirds the reading and writing curriculum for all students.</p>
<p>6.2d Demonstrate effective interpersonal, communication, and leadership skills.</p>	<p><i>Provides exemplary evidence of effective interpersonal, communication, and leadership skills.</i></p> <p>The proposal demonstrates a complete understanding of audience and professionalism in communication.</p>	<p><i>Provides satisfactory evidence of effective interpersonal, communication, and leadership skills.</i></p> <p>The proposal demonstrates understanding of audience and professionalism in communication.</p>	<p><i>Provides partial evidence of effective interpersonal, communication, and leadership skills.</i></p> <p>The proposal demonstrates some understanding of audience and professionalism in communication.</p>	<p><i>Provides little or no evidence of effective interpersonal, communication, and leadership skills.</i></p> <p>The proposal demonstrates a weak understanding of audience and professionalism in communication.</p>

IRA Standard/ Element	Exceeds Expectations (3)	Meets Expectations (2)	Approaching Expectations (1)	Below Expectations (0)
6.4b Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.	<p><i>Provides exemplary evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i></p> <p>The 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.</p>	<p><i>Provides satisfactory evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i></p> <p>The 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 in detail, but not both.</p>	<p><i>Provides partial evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i></p> <p>The 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 in detail, although they each may be briefly mentioned.</p>	<p><i>Provides little or no evidence of ability to write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.</i></p> <p>The plan for using the funds is not clearly organized.</p>

Writing Rubric (to be used across all papers)

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Writer uses a variety of resources to support ideas.	Writer uses multiple, relevant resources that very strongly support ideas and insights; inclusion of references evenly blends into writing.	Writer uses many resources, mostly relevant; supports ideas and insights; inclusion of references blends into writing.	Writer uses some resources; somewhat relevant; loosely supports ideas and insights may be choppy	Writer uses few resources, may not be relevant; weakly supports ideas and insights; may be disjointed from text
Readability	Error free: accurate spelling, grammar, language usage; variety of sentence structures; broad, rich vocabulary. APA consistently followed	Minor errors (1-3) in spelling, grammar, language usage; some variety of sentence structures; appropriate vocabulary. APA mostly followed, may have minor errors.	Several errors in spelling, grammar, language usage; minimal variety of sentence structures; limited vocabulary. APA contains several errors.	Contains numerous errors in spelling, grammar, punctuation, or sentence structure. APA not followed.