George Mason University
College of Education and Human Development
Literacy Program

EDRD 634-6L1: School-Based Leadership in Literacy
3 Credits, Spring 2019
Tuesday, 4:30-7:10 p.m., Arlington Campus, Founders Hall 310

Faculty
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Prerequisites/Corequisites
EDRD 630: Literacy Foundations and Instruction for Diverse Populations, Birth to Middle Childhood,
EDRD 631: Literacy Foundations and Instruction for Diverse Populations, Adolescence to Adulthood,
EDRD 632: Literacy Assessments and Interventions for Groups, and
EDRD 633: Literacy Assessments and Interventions for Individuals;
Admission to literacy emphasis or permission of program coordinator.

University Catalog Course Description
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.

Course Overview
Not applicable.

Course Delivery Method
This course will be delivered using a hybrid format.

Face-to-Face meetings: Tuesdays, 5:00-7:10 p.m., Arlington Campus, Founders Hall 310
In-person attendance is required on January 22 & 29; February 12 & 19; March 5; April 2, 23, & 30.

Synchronous meetings: Tuesdays, 5:00-7:10 pm
Synchronous online attendance is required on February 5 and 26. You are expected to log into Blackboard Collaborate Ultra and be prepared to begin class at 5:00. Please test your computer equipment in advance in order to participate using Blackboard Collaborate Ultra.

Asynchronous meetings: Individual and small group meeting times and/or discussion online will be required on the following dates: March 12, 19, & 26; April 9; May 7. Asynchronous classes do not meet at a scheduled time. They are individualized so that each student can work at a convenient time.

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.

- Online course sessions and modules will be hosted on Blackboard. We will use Collaborate for any synchronous class appointments, which require audio capabilities of a speaker and microphone. A variety of Blackboard media will be used for asynchronous class meetings.
- 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.
- 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

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Serve as a school leader in literacy.
2. Expand on their knowledge of literacy gained in prerequisite courses and apply it to professional development work with teachers at their own school sites.
3. Design and implement specific literacy professional development activities.
4. Work collaboratively to create, implement, and evaluate a variety of professional development experiences for teachers, administrators, and paraprofessionals.
5. Understand and enact an advanced, research-based study of literacy professional development as necessary for teachers seeking a Virginia Reading Specialist License.

Professional Standards (International Literacy Association, 2010 Standards for Reading Professionals)
Upon completion of this course, students will have met the following professional standards:
1.1 Understand major theories and empirical research that describes 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 connection.
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Virginia Standards for Reading Specialist Programs addressed in the course:
6c. Demonstrate an understanding of the significance of cultural contexts upon language
6d. Demonstrate an understanding of varying degrees of learning disabilities
6g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers

6h. Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division

Required Texts & Resources

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

Shearer, B. A., Carr, D. A., & Vogt, M. (2019). *Reading specialists and literacy coaches in the real world* (4th ed.). Long Grove, IL: Waveland Press.

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

one of the following professional texts (to be assigned during the first class session) for book clubs:

Allen, J. (2016). *Becoming a literacy leader: Supporting learning and change* (2nd ed.). Portland, ME: Stenhouse Publishers.

Bean, R. M. (2015). *The reading specialist: Leadership and coaching for the classroom, school, and community* (3rd ed.). New York, NY: Guilford Press.

Sadder, M. & Nidus, G. (2009). *The literacy coach's game plan: Making teacher collaboration, student learning, and school improvement a reality*. Newark, DE: International Reading Association.

Elish-Piper, L., L'Allier, S. K., Manderino, M., & Domenico, P. D. (2016). *Collaborative coaching for disciplinary literacy: Strategies to support teachers in grades 6-12*. New York, NY: Guilford Press.

Recommended Resources

Bean, R. & Dagen, A. (2011). *Best practices of literacy leaders: Keys to school improvement*. New York, NY: Guilford Press

Bean, R. M., & Ippolito, J. (2016). *Cultivating coaching mindsets: An action guide for literacy leaders*. West Palm Beach, FL: Learning Sciences International.

Guth, N. & Pratt-Fartro, T. (2010). *Literacy coaching to build adolescent learning: 5 pillars of practice*. Thousand Oaks, CA: Corwin.

Risko, V. J., & Vogt, M. (2016). *Professional learning in action: An inquiry approach for teachers of literacy*. New York, NY: Teachers College Press.

Toll, C. (2014). *The literacy coach's survival guide: Essential questions and practical answers* (2nd ed.). Newark, DE: International Reading Association.

Wepner, S. B., Gomez, D. W., Cunningham, K. E., Rainville, K. N., & Kelly, C. (2016). *Literacy leadership in changing schools: 10 keys to successful professional development*. New York, NY: Teachers College Press.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments
1. Participation (30%)

Attendance and participation are required. This includes individual, small group, and class discussions, online meetings, online module assignments, and other assignments as deemed necessary during class.

- Our course Blackboard site (https://mymasonportal.gmu.edu) includes information and resources important to your successful completion of the course. You should access Blackboard prior to every class session to download readings and other pertinent course documents.
- The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, *it is critical for you to complete all readings prior to the class for which they are assigned in order to be able to participate fully in class*. It is

your responsibility to come to class with insights, questions, comments, and concerns from the readings.

- One purpose of this course is to help you further develop your coaching techniques (e.g., paraphrasing, questioning, synthesizing) as you work with a peer to support his/her professional work. Thoughtful online coaching participation via GoReact is required for this course. First, you will upload a brief introduction to your school and your goals for your own professional learning for the semester. Then, across the semester, you will upload your own teacher study group and individual mentoring videos in a timely manner. For each video, you will provide your peer coach with reflection/commentary/questions to guide his/her feedback on your study group facilitation. Your participation through GoReact also includes your timely and thoughtful online coaching feedback to your partner for two study group sessions (the other study group and individual mentoring coaching sessions will be conducted in class). It is important that you activate your GoReact account and experiment with its video recording/uploading options well in advance of the first assigned task in order to maintain a good peer coaching relationship throughout the semester.

Participation will be evaluated using the following rubric:

Criteria for Evaluation	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Class Attendance	Missed no more than 1 face-to-face or synchronous class session. **AND** Arrived late or left class early no more than 2 times. **5 points**	Missed 2 face-to-face or synchronous class sessions. **OR** Arrived late or left class early 3-4 times. **4 points**	Missed 3 face-to-face or synchronous class sessions. **OR** Arrived late or left class early 5-6 times. **2 points**	Missed more than 3 face-to-face or synchronous class sessions. **OR** Arrived late or left class early more than 6 times. **0 points**
Class Participation	Regularly asked questions or made observations that indicated reflections and analysis appropriate to the topic. **AND** Actively participated in *all* small group activities and class discussions. **5 points**	Occasionally asked questions or made observations that indicated reflections and analysis appropriate to the topic. **OR** Actively participated in *most* small group activities and class discussions. **4 points**	Rarely asked questions or made observations that indicated familiarity with the topic. **OR** Rarely actively participated in small group activities or class discussions. **2 points**	Never asked questions or made observations that indicated familiarity with the topic. **OR** Never actively participated in small group activities or class discussions. **0 points**
Online Coaching Participation as Coachee	Uploaded all study group and individual mentoring session videos to GoReact in a timely manner. **AND** Provided reflection annotations for all videos. All were detailed and thoughtful. **10 points**	Uploaded all study group and individual mentoring session videos to GoReact with some minor delays. **OR** Provided reflection annotations for all videos. Most were detailed and thoughtful. **9 points**	Uploaded all study group and individual mentoring session videos to GoReact, but the delayed nature of their uploading interfered with course demands. **OR** Provided reflection annotations for only some videos OR some were limited. **7 points**	Failed to upload all required study group and individual mentoring session videos to GoReact. **OR** Provided no reflection annotations. **0 points**
Online Coaching Participation as Coach	Uploaded both in-class coaching session videos to GoReact in a timely manner. **AND** Provided feedback to partner on all videos in a timely manner. All feedback was detailed and thoughtful. **10 points**	Uploaded both in-class coaching session videos to GoReact with some minor delays. **OR** Provided feedback to partner on all videos, with some minor delays. Most feedback was detailed and thoughtful. **9 points**	Uploaded both in-class coaching session videos to GoReact, but the delayed nature of their uploading interfered with course demands. **OR** Provided feedback to partner for only some videos OR feedback was limited. **7 points**	Failed to upload all required in-class coaching session videos to GoReact. **OR** Provided no feedback to partner. **0 points**

2. Online Book Club (10%)

You will work within a fixed small group of peers who have all chosen to read the same professional book on coaching. Your group will hold <u>four</u> book club meetings online using Blackboard Collaborate Ultra. At the time designated by your group, all group members must join the Collaborate session and participate in a 15- to 20-minute online discussion of your book. You will need to turn your video and microphone on as you participate. Each of you will be responsible for creating discussion questions or points for discussion for each online discussion. Your group will need to record the Collaborate session and decide on 2-3 important takeaways from each discussion to post to the group's discussion board. Once all groups have completed your online book club discussions, your group will be asked to share a brief book review during the face-to-face class meeting on April 2. Your discussion responses and participation in your group's book discussions are worth a total of 10 points (2.5 points per discussion).

2. Performance-Based Assessment: Literacy Coaching Project (60%)

Through this PBA you will develop proficiency as a literacy coach within a K-12 school setting. You will complete the Literacy Coaching Project as part of a mini-internship in your own school or a field placement, if you are not working in a school. There are two parts included in this PBA:

    Part 1: Needs Assessment & Professional Development Proposal (30%)
    Part 2: Study Groups and Individual Mentoring (30%)

Detailed descriptions of these assignments and their rubrics can be found at the end of the syllabus. Materials to support your work can be found on Bb.

Other Requirements

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 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 and more than two absences may result in a dropped letter grade or loss of course credit. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Our online course sessions and modules will be hosted on Blackboard. We will use Collaborate Ultra for any synchronous class appointments, which require audio capabilities of a speaker and microphone along with video capabilities. A variety of Blackboard media will be used for asynchronous class meetings.

Assignment Guidelines

All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) by either class time (if needed for class) or by 11:59 p.m. on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. <u>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.</u>

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 writing. 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 first and last name and assignment title (ex: JOHNSMITHLessonPlan1.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 a 24-hour response time for replies during the week, and 48 hours during weekends and holidays. If you have not heard from me within 48 hours, please email me again.

If you would like to talk with me, I will be available 15 minutes before and after class. I am also happy to meet with you in person, by phone, or online at other times by appointment.

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

Advising

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the *Organizations* tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

Additional Information: Required State Licensure Assessment

Reading for Virginia Educators: Reading Specialist (5304)

Taking this test is a program requirement for students in the K-12 Reading Specialist Concentration, and achieving a passing score is a licensure requirement for reading specialists. *Students must name Mason as a score recipient when they register for the test with ETS.* The RVE should be taken in the last semester before finishing literacy coursework, typically during EDRD 634 or 635. Information about the test can be found at https://www.ets.org/praxis/prepare/materials/5304. Registration information is available on the ETS website at https://www.ets.org/praxis/register/. Additional information is also available on the Literacy Program Advising and Information Organization on Blackboard.

Grading

Grading Scale

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

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

The performance-based assessments are designed to provide evidence that program candidates meet required program completion standards. Successful completion of these performance-based assessments is required to move to the next course in the Literacy course sequence. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/.

Class Schedule
(F2F = meet face-to-face; SYNC = meet synchronously; ASYNC = activities completed asynchronously)
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Reading	Assignments Due
Class 1: January 22 F2F	Course Overview Historical Perspectives Role of the Reading Specialist	– Shearer, Carr, & Vogt – Ch. 1 (skim) & 2 (read) – ILA Position Statement on the Multiple Roles of School-Based Specialized Literacy Professionals – ILA Research Brief in Support of the Multiple Roles of School-Based Specialized Literacy Professionals	– Complete free online personality test (see Bb) and bring results with you to class. – Complete the self-assessment most applicable for your professional goals. Bring the results with you to class. – Choose a text for book club. Be ready to share your choice in class.
Class 2: January 29 F2F	Creating a School-Wide Vision for Literacy Instruction Developing a Needs Assessment	– Vogt & Shearer – Ch. 3 & 4 – Power & Boutilier - Fostering Teacher Learning: Reflection on Leadership Roles – Shanklin – What Supports do Literacy Coaches Need from Administrators in Order to Succeed?	– Bring your signed permission letter from your administrator. – Bring a copy of your school's vision statement for literacy (see resources on Bb). – Come prepared to draft your needs assessment in class.
Class 3: February 5 SYNC	Supporting Teachers as Adult Learners	– Kise – Differentiated Coaching – McKenna & Walpole – Serving Adult Learners – Rodgers & Rodgers – Creating Contexts for Coaching Conversations	– Needs Assessment Draft (be prepared to share your draft during class & also post to Bb for feedback by 11:59 p.m.)
Class 4: February 12 F2F	Characteristics of Effective Professional Development Writing a Professional Development Plan	– Vogt & Shearer – Ch. 11 – Bean – Professional Learning: The New Professional Development – Desimone – A Primer on Effective Professional Development – Hanson – The Life of a Literacy Coach – ILA Literacy Leadership Brief – Democratizing Professional Growth with Teachers	– Use the feedback provided to finalize your Needs Assessment Survey (you do not need to resubmit it). Once it is approved by your administrator, distribute it to your colleagues.

Date	Topic	Reading	Assignments Due
Class 5: February 19 F2F	Reading/ Literacy Programs in Schools and Impacting Student Achievement Serving as a Literacy Coach: Providing Professional Development to Groups of Teachers	– Vogt & Shearer – Ch. 8 or 9 – Allen – Study Groups: Developing Voluntary Professional Development – Elish-Piper, L'Allier, Manderino, & Domenico – Presenting Powerful Professional Development – Walpole & Beauchat – Facilitating Teacher Study Groups Choose 1: – Elish-Piper & L'Allier – Examining the Relationship Between Literacy Coaches and Student Reading Gains in Grades K-3 – Fisher, Frey, & Lapp – Coaching Middle-Level Teachers to Think Aloud Improves Comprehension Instruction and Student Reading Achievement – Sailors & Price – Professional Development that Supports the Teaching of Cognitive Reading Strategy Instruction	– Bring the raw data from your Needs Assessment Survey with you to class. – Upload your school introduction & personal goals video to GoReact.
Class 6: February 26 SYNC	Serving as a Literacy Coach: Providing Professional Development to Individual Teachers	– Bean – What Coaches Do to Improve Instruction: Working with Individual Teachers – Peterson, Taylor, Burnham & Schock – Reflective Coaching Conversations – Sadder & Nidus – Batter Up!	– Brainstorm ideas for teacher study groups to share during class. – School Needs Assessment PowerPoint Draft & Final Needs Assessment Survey (Bb by 11:59 p.m.)
Class 7: March 5 F2F	Serving as a Literacy Coach: Finding the Right Balance	– Pletcher, Hudson, John, & Scott – Coaching on Borrowed Time: Balancing the Roles of the Literacy Professional – Stover, Kissel, Haag, & Shoniker – Differentiated Coaching: Fostering Reflection with Teachers	– Professional Development Plan Draft (Bb by 11:59 p.m.)
Class 8: March 12 ASYNC (GMU's Spring Break)	Study Groups & Individual Mentoring	– Work on your Study Group & Mentoring Project.	– Study Group Plan Draft (full draft for session 1 and a brief description of what you anticipate will happen in sessions 2 & 3) (Bb by 11:59 p.m.)

Date	**Topic**	**Reading**	**Assignments Due**
After your instructor has approved each of your Study Group Plans, conduct 3 study group sessions and 1 one-on-one mentoring session according to the PBA instructions. As you complete each session, use the guiding questions in the template to create a bulleted reflection. Upload your video to GoReact and annotate it for your peer-coaching partner. Discuss your session via GoReact. Revise your next session plan(s) to improve teacher professional learning outcomes. Repeat this process until all 3 study groups and one-on-one sessions are completed. Ideally, you should carry out at least 1 study group session by April 2. All of these activities should be completed by April 23.			
Class 9: March 19 ASYNC	Study Groups & Individual Mentoring	– Work on your Study Group & Individual Mentoring Project.	– individual instructor conferences as needed for your project (email to schedule) – Study Group Plan draft (as applicable) – GoReact videos, annotations, and peer coaching feedback
Class 10: March 26 ASYNC	Study Groups & Individual Mentoring	– Work on your Study Group & Individual Mentoring Project.	– individual instructor conferences as needed for your project (email to schedule) – Study Group Plan draft (as applicable) – GoReact videos, annotations, and peer coaching feedback
Class 11: April 2 F2F	Checking In on Study Groups & Individual Mentoring	– Work on your Study Group & Individual Mentoring Project	– Come prepared to share a brief review of your book club book. – Come prepared to video an in-class peer-coaching session for your most recent study group meeting.
Class 12: April 9 ASYNC	Study Groups & Individual Mentoring	– Work on your Study Group & Individual Mentoring Project.	– PBA – Literacy Coaching Project Part 1 Due (Tk20 via Bb) – individual instructor conferences as needed for your project (email to schedule) – Study Group Plan draft (as applicable) – GoReact videos, annotations, and peer coaching feedback
April 16	**NO CLASS – LOCAL SCHOOL DIVISIONS' SPRING BREAK**		

Date	Topic	Reading	Assignments Due
Class 13: April 23 F2F	Serving as a Literacy Coach: Challenges & Goals	– Hunt & Handsfield – The Emotional Landscapes of Literacy Coaching: Issues of Identity, Power, and Positioning – Toll – How Do I Deal with Difficult Situations?	– Come prepared to video an in-class peer-coaching session for your individual mentoring.
Class 14: April 30 F2F	Evaluating & Selecting Literacy Instructional & Technological Materials	– Vogt & Shearer – Ch. 10 – Noll – Buyer – Be Informed	– PBA – Literacy Coaching Project Part 2 Due (Tk20 via Bb by 11:59 p.m.) – Be sure all study group and individual mentoring videos are uploaded to GoReact. All personal reflections and peer coaching annotations should be completed. – Try to bring a current literacy textbook or program used in your classroom or school.
Class 15: May 7 ASYNC	All final (revised) PBA assignments must be uploaded to Tk20 (via Bb) by 11:59 p.m.		

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Performance-Based Assessment - Literacy Coaching Project

Purpose
The purpose of this assignment is for candidates to develop proficiency as literacy coaches within a K-12 school setting. This project will include a mini-internship in the teacher's school or a field placement.

Directions to Candidates
For this PBA, you will complete the Literacy Coaching Project as part of a mini-internship in your own school or a field placement, if you are not working in a school. You will also participate in university seminars at key points in the term, as well as small group meetings. You will have choices within this project, but everyone will be working toward the same standards, which are outlined on two rubrics.

Part I: Needs Assessment and Professional Development Proposal
(Getting Started): During the first month:
1. For the first seminars, you will have reading assignments of research-based chapters and articles related to principles of adult development and teacher professional development as well as school culture and organizational change. These will be discussed in class and will be important for you to consider as you move forward in this project.
2. You also will meet with the school's principal or other administrator and reading specialist (if there is one) to learn about the reading program at the school and student population, and to gain permission as well as ideas for this project.
3. You will then (with the help of your seminar instructor and the school personnel), design a needs assessment survey for the teachers at the school (related to professional develop needs and interests at the school) and collect and analyze the results. Be sure to include questions related to diverse learners in your survey. For this, you may use a paper or electronic format, with school permission. Discuss the results of this survey with a group of teachers, such as your school team. Include your school administrator, if possible. In your discussion, get ideas for #4 (below).
4. After completing these steps, write a **5-page proposal** for an overall professional development plan for the school for the school year. In your proposal demonstrate your knowledge of adult/teacher development, ways school culture and other influences affect organizational change, effective literacy instructional practices, and the specific strengths and needs of the diversity of learners at this school. Your plan should include at least one study group for teachers that you will implement (see Part II of this assignment). Share this with your school administrator and reading specialist and gain their suggestions and support. Your instructor will provide a letter introducing the project to your school administration.

Part II: Study Group Leadership and Mentoring

1. Design a detailed study group for teachers in your school and meet with them for at least 3 sessions (45 minutes each) or the equivalent. There should be 4-6 teachers in the group.

a) The group can study any literacy topic identified by the needs assessment, but be sure to include information and opportunity for discussion on themes in the Standards (see rubric below) that go across topics, including *appropriate use of resources* (including technology), *differentiation for diverse learners*, and *creating a literate environment*. For example, as you help the teachers learn comprehension strategies for teaching Science, you would also include discussion of themes that go across topics.

b) Before beginning the study group, submit an overall plan to your instructor and gain approval to begin.

c) After each group meeting, view your video and write a reflection based on your study group facilitation and your perceived coaching development. Upload a 10-15 minute clip of your study group video to GoReact. Share your video with your in-class peer coach and discuss (via GoReact annotations) your ongoing coaching development and study group facilitation (one in-class coaching session will be videotaped for reflection). Create a detailed plan for the next meeting based on what occurred in the previous study group sessions and your peer coach's feedback. Between sessions, ask participating teachers to try out some of the strategies they learned so that informal results can be discussed at the next session. At the end of the 3 sessions, collect anonymous evaluations completed by the teachers and include this information in your final reflection.

2. Mentor at least one teacher in the group individually by attending their class and watching their instruction (you can do this via video if it is not possible to attend due to your own teaching schedule). Ask to observe at a time when they are implementing something they learned in the study group. Discuss the lesson with the teacher beforehand (to get a sense of goals) and afterwards. Videotape the post-observation discussion and make recommendations related to improving literacy instruction (e.g., ideas for next time and/or additional resources). Remember that you are not an evaluator. Upload a 10-15 minute clip of your mentoring discussion with your teacher, then share with your peer coach for comments. Videotape your in-class coaching session and upload to GoReact for reflection.

At the end of all of your study group and mentoring meetings, turn in your plans, session reflections, and an overall reflection on what went well and what you would change next time. Also, include a reflection on your observations and coaching development, including your role as a classmate's peer coach.

Literacy Coaching Project Part 1: Needs Assessment & Professional Development Proposal

ILA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides exemplary evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides satisfactory evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides partial evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides little or no evidence of using foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
6.1a Use literature and research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides exemplary evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides satisfactory evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides partial evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.	Provides little or no evidence of using literature research findings about adult learning, organizational change, professional development and school culture in working with teachers and other professionals.

ILA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
6.1b Use knowledge of students and teachers to build effective professional development programs.	Provides exemplary evidence of using knowledge of students and teachers to build effective professional development programs.	Provides satisfactory evidence of using knowledge of students and teachers to build effective professional development programs.	Provides partial evidence of using knowledge of students and teachers to build effective professional development programs.	Provides little or no evidence of using knowledge of students and teachers to build effective professional development programs.
6.1c Use the research base to assist in building an effective, school-wide professional development program.	Provides exemplary evidence of synthesizing the research base to assist in building an effective school-wide professional development program.	Provides satisfactory evidence of synthesizing the research base to assist in building an effective school-wide professional development program.	Provides partial evidence of synthesizing the research base to assist in building an effective school-wide professional development program.	Provides little or no evidence of synthesizing the research base to assist in building an effective school-wide professional development program.
6.2a Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides exemplary evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides satisfactory evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides partial evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.	Provides little or no evidence of articulating the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.

Literacy Coaching Project Part 2: Study Groups and Individual Mentoring

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
4.1b Assist teachers in developing reading and writing instruction that is responsive to diversity.	Provides exemplary evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides satisfactory evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides partial evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.	Provides little or no evidence of assisting teachers in developing reading and writing instruction that is responsive to diversity.
5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides exemplary evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides satisfactory evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides partial evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	Provides little or no evidence of designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5.2 Design a social environment for learners that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	Provides exemplary evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides satisfactory evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides partial evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.	Provides little or no evidence of designing a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
6.2d Demonstrate effective interpersonal, communication and leadership skills.	Provides exemplary evidence of effective interpersonal communication, and leadership skills.	Provides satisfactory evidence of effective interpersonal communication, and leadership skills.	Provides partial evidence of effective interpersonal communication, and leadership skills.	Provides little or no evidence of effective interpersonal communication, and leadership skills.
6.3a Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides exemplary evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides satisfactory evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides partial evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.	Provides little or no evidence of collaborating in planning, leading, and evaluating professional development activities for individuals and groups of teachers.
6.3c Support teachers in their efforts to use technology in literacy and assessment and instruction.	Provides exemplary evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.	Provides satisfactory evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.	Provides partial evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.	Provides little or no evidence of supporting teachers in their efforts to use technology in literacy and assessment and instruction.