



EDLA 651: Developing an Effective School-wide Reading Program

Eastern Mennonite University Reading Specialist Concentration

Blended On-site/on-line

Fall 2012

Class Meetings: September 11, 18; October 2, 16, 30; November 13, 27; December 11

Hartzler Library Room 303; 4:30 – 7:30

On-line: Moodle (24 on-line hours)

Graduate Credit Hours: 3

Instructor: Michelle Crotteau, Ed. D.

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Course Description: Provides practical knowledge about developing and implementing K-12 reading programs. Develops the strategies and understandings needed to provide a diverse student body with effective reading instruction and provides support for making changes in teaching and in program design to increase student achievement. Emphasis will be placed on examining the personal characteristics of literacy leaders as well as examining the organization and management of school environments needed to support literacy development. Emphasizes professional development, leadership and advocacy for reading professionals and provides opportunity to re-vision the classroom and school-wide reading program and current intervention programs in light of existing research and best practice.

Course Rationale:

This course is guided by a constructivist philosophy that places children at the center of the teaching/learning process. The goal of the course is to prepare reading professionals to design and articulate reading programs that are responsive to the needs of students as they become competent readers for both academic and pleasurable pursuits. This course is informed by the standards of the International Reading Association, the Virginia Department of Education, and the Common Core Standards for Reading.

EMU Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

MA in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes

Upon completion of this course, the student should have the ability:

1. To explore and interpret research findings related to the development of effective school-wide reading programs (S, I)
2. To develop skills and attitudes needed to communicate information and implement change to develop effective reading programs (C, L)
3. To become familiar with existing programs for reading enhancement at the local, state, and national level and to understand the regulations that govern them (PK)
4. To understand the need for multiple indicators to determine the effectiveness of a literacy curriculum as well as direct the resources to increase student achievement (PK, L, Ca)
5. To select, organize and manage materials to meet the needs of diverse learners (C, L)
6. To know and be able to model research-based strategies to increase achievement (S, I, PK)
7. To understand and value the role of parents, volunteers and paraprofessionals in providing services (C, Ca, L)
8. To understand and coordinate effective intervention programs to maximize reading achievement (PK, L)
9. To analyze a school-wide system for documenting and sharing student progress (PK, C, L)
10. To plan a research-based school-wide reading program to advance the literacy development of all students (S, PK)

Required Texts (to be provided by student):

Bean, R. M., Heisey, N., & Roller, C. M. (Eds.). (2010). *Preparing reading professionals* (2nd ed). Newark, DE: International Reading Association.

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Stenhouse Publishers.

Vogt, M. & Shearer, B. A. (2010). *Reading specialists and literacy coaches in the real world*. (3rd ed.) Boston, MA: Pearson.

Required Texts (to be provided by EMU):

Biancarosa, G. & Snow, C.E. (2006). *Reading next: A vision for action and research in middle and high school literacy*. New York: Alliance for Excellent Education.

Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. New York: Alliance for Excellent Education.

Sturtevant, Elizabeth G., *The literacy coach: A key to improving teaching and learning in secondary schools*. New York: Alliance for Excellent Education.

Recommended Text: (not required but handy to have)

Kirby, D., Kirby, D. L., & Liner, T. (2004). *Inside Out: Strategies for Teaching Writing* (3rd ed). Portsmouth, NH: Heinemann.

Course Requirements

Along with attendance, class participation and assigned readings, there are several large assignments, several smaller assignments, and a professional development presentation that will constitute as the final exam for this course. In addition, students will be required to participate in a discussion of *Readicide* and respond to posted articles and assignments on the class Moodle. The assignments are designed both to enhance and assess your understanding of the course outcomes. Reading assignments are to be completed prior to class meeting for which they are assigned. Assignments may be modified to better meet the needs of participants at the instructor's discretion.

Please note that few of these assignments can be completed successfully by simply expressing one's opinion or depending on one's experience. Because an essential component of professional behavior is to draw from the profession's knowledge base, students will be expected to work from a scholarly literature base when they prepare their responses for class activities/assignments.

Major Class Assignments:

1. Reflection paper: What is my reading history as a learner and as a teacher? (50 points)

As you read Vogt & Shearer Chapter 1, reflect on your own experiences as a reading learner and as a reading teacher. What is your reading history? Refer to Vogt & Shearer Appendix A (p. 263) for Literacy History Prompts. Record your reflections in a two-page double spaced paper. Bring the paper to class on **September 18** to facilitate discussion of the assigned readings and upload your paper to Moodle.

2. *Readicide* Moodle Discussion: (100 points)

Kelly Gallagher asserts in *Readicide* that schools are killing reading. This controversial book gives us an opportunity to examine the reading practices in our schools and to discuss how programs can be improved. There are five chapters in *Readicide*. For each chapter, either post a question or a comment to begin a thread, or respond to a comment. Because this forum offers us an opportunity for a vibrant on-line discussion, please don't limit yourself to one post per chapter; however, one post per chapter (20 points each) is the minimum requirement for this assignment, and comments must be posted by the deadlines indicated on the schedule.

3. Description of State and District Assessments/Standards for Reading (50 points)

Explain the main ideas of the reading standards for your school context (elementary/middle/high school). What are the key concepts students must know to be successful? Describe and discuss the current assessment requirements for reading in your district and state in a two to three-page double spaced paper. Answer the following questions in the course of the paper: At which grade levels do students take state reading assessments? What type of district-wide assessments/benchmarks are students required to take and how often do students take these assessments? Do teachers administer formative reading assessments throughout the year? Describe the formative reading assessments for your particular grade level. Include a list of the key vocabulary students must understand to be successful on the state reading assessment (at least 10 terms). Upload the assignment to Moodle by **September 25, 2012**.

4. Interviews and Write-Up (100 points)

Each participant will conduct interviews with a reading coach, literacy specialist, or reading supervisor and a building level principal researching the following question: "What makes a effective school-wide reading program?" Participants will work together to develop pertinent interview questions to be used as probes during the interviews. Once both interviews have been completed, the participants will write up (using APA style format) a four- to five-page reflection paper that integrates and compares the two perspectives. Additionally, the participant will include personal reflection as a conclusion for the paper. The student will need to turn in all notes taken at both interviews. Upload the assignment to Moodle by **October 9, 2012**. (You do not need to upload the notes; you may show those at the class meeting on October 16).

5. Threaded Discussions (15 points each)

Periodically, the instructor will post articles to Moodle for the purpose of engaging class members in an on-line discussion about a topic related to the course. Participants may begin a thread related to the article, or respond to other participants in an established thread. All

participants are required to read the article and to respond at least once in the discussion. The length of the response is not as important as the quality of the interaction.

6. Seminar Participation

Leadership 50 points: Seminar Planning Form & Seminar Reflection Form Participant

Reflection Form: 15 points each

Each participant will prepare for and guide an hour-long class discussion on selected chapters. The goal of a seminar is for all participants to develop a more sophisticated understanding of the readings through thoughtful interaction with the ideas of others. Each member of the class will serve as a leader for the class discussion of assigned readings. The leader will be assigned the topic in advance of the seminar and will prepare open-ended questions designed to precipitate spirited and thoughtful discussion. The questions will be recorded on the Seminar Planning Form.

The leader has the dual role of leader and participant. In the role of leader, the participant will keep the discussion focused on the text by asking follow-up questions, helping participants to clarify their positions, and involving reluctant participants while restraining their more vocal peers. In the role of participant, the leader must have a thorough knowledge of the texts in order to anticipate varied interpretations, recognize important possibilities, and explore non-traditional interpretations. As the leader facilitates the seminar, he/she will document his/her observations of the participants' involvement and provide an evaluation of the seminar on the Facilitator's Evaluation Form.

The participants' role is to articulate, justify, and clarify their own ideas as well as their responses to the reading and ideas of others. The participants share with the leader the responsibility for the quality of the seminar. Good seminars can only happen if the participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas. Participants should direct their responses to each other, not the leader, and call each other by name. Refer to the text as needed and try to limit your responses to the ideas, issues and values reflected in the text. Participants will reflect on their own participation in the seminar by using the Participant's Reflection Form after each seminar. The participant will also evaluate the seminar.

The facilitator's Evaluation Form and the Participant's Reflection Form will be taken up at the end of each seminar and used as the methods of evaluating leaders and participants and for the purpose of assigning points for this part of the course. (Adapted from Beers, J.W. "CI R29 Literacy Seminar 2010," The College of William and Mary; used with permission)

7. School-wide Literacy Program (100 points)

The participant will describe, critique, and make recommendations for an effective school-wide literacy program for his/her particular school context. For the first part of this assignment, participants will need to provide a current description of each component of their school-wide reading program. Components might include (this is not an exhaustive list): personnel (collaboration), schedule, materials, assessment, effective instruction, differentiation, a timeline for implementation, the use of volunteers, parents, and paraprofessionals in the classroom, home school connections, community connections, and different ways of meeting the needs of all

students (cultural diversity, special education, gifted, etc...). Secondly, participants will critique their current literacy program by discussing the strengths and weaknesses of the program. Finally, the participant will provide recommendations for change and/or additions to strengthen the current program. These recommendations must be based on class discussions, class texts, or evidence-based research. In addition, the participant will need to make sure all state and federal mandates for assessment, instruction, and intervention programs (PALS, tutoring, Title 1, RtI, Common Core/Standards of Learning, etc) are met. We will use portions of class time to work on this assignment; therefore, a solid draft is due in class on **November 13, 2012** and the final is due **December 4, 2012. (Upload to Moodle.)**

8. Professional Development Plan (100 points)

Develop a year-long professional development plan based on current reading research and the needs of your school. Your plan should be derived from and compliment your reading program as a whole. The participant will include a rationale for each topic (needs to be supported by research and current needs). The participant will need to include a full reference list (suggested books and professional articles to accompany each topic). Tables for clarity and organization are suggested. This assignment is due: **December 11, 2012.**

9. Professional Development Plan Presentation (50 points)

Using a PowerPoint or Prezi format, participants will present an overview of their one-year professional development plan. Include a reference list with suggested books, professional articles, and any videos that are appropriate. Upload the presentation to Moodle. **Due December 11, 2012.**

Course Evaluation/ Grading

Grading Scale

A 96-100
A- 92-95
B+ 89-91
B 85-88
B- 80-84
C 79 and below

Incomplete:

Should circumstances arise that prevent the participant from completing the requirements by the due date, the participant needs to make arrangements with the instructor prior to the end of the course. An agreement should be in writing and include a time line for coursework completion.

Attendance Policy: *Participants are required to attend class meetings of all courses for which they are enrolled except in unusual and emergency circumstances. In the case of absence, the participant is responsible for the material presented in class. Participants should not absent themselves from class without notification to the instructor prior to class.*

Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50- minute periods or four 75 minute periods in a three

semester hour course (200 minutes for a 2- semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.

Technology Requirements for course:

Participants will use Microsoft Word, Moodle, and Internet resources.

Academic Integrity:

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God.

EMU defines **plagiarism** as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). Taken from "Academic Integrity" in the *2010-2011 Undergraduate Catalog*. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Tentative Class Schedule (this is not an exhaustive list of class activities):

Date	Topic	Assignments, Readings & Activities
September 11 Campus	Course introduction Syllabus/Moodle	Biopoem Library Resources (Jennifer Ulrich) Moodle introduction Discussion of Description of State and District Assessments/Standards Assignment
September 18 Campus	History of Teaching Reading Serving as an Elementary, Secondary, or District-Level Reading Specialist/Literacy Coach	Vogt & Shearer Chapter 1 Bean, et. al. p. 7 – 38 Vogt & Shearer Chapter 2 From Bean, et. al. “To Have or Not to Have? Factors That Influence District Decisions About Literacy Coaches” (Mangin, M.) Working with student/adult learners Create interview questions/Discuss exemplar papers and needs assessment Reflection paper due: What is my reading history as a learner and a teacher? (2 pages)
September 25 Moodle	Determining a School’s Literacy Needs and Developing a Plan Description of State and District Assessments	Vogt & Shearer Chapter 4 Draft and conduct needs assessment Description of State and District Assessments/Reading Standards due (3 pages) Gallagher Chapter 1 due
October 2 Campus	Forming a Literacy Team and Creating a Literacy Vision	Seminar Leader: Vogt & Shearer Chapter 3 Bean, et al. “Making Instructional Decisions Based on Data: What, How, and Why” (Kouider, M., et al) and "A Road Map for Reading Specialists Entering Schools Without Exemplary Reading Programs" (Tatum, A.) Needs Assessment Analysis due
October 9 Moodle		Report on Interviews due Gallagher Chapter 2 due
October 16 Campus	Matching Context to Students: Assessment as Inquiry	Seminar Leader: Vogt & Shearer Chapter 5

		Bean et. al "Principles for Literacy Assessment" (Johnston, P.) Bean et. al "Behind Test Scores: What Struggling Readers <i>Really</i> Need"
October 23 Moodle	Differentiating Instruction to Meet Learner's Needs	Vogt & Shearer Chapter 6 Article posted for on-line discussion (respond prior to October 29) Gallagher Chapter 3 due
October 30 Campus	Implementing a Comprehensive Literacy Program in the Elementary, Middle, and Secondary School	Seminar Leaders: Vogt & Shearer Chapters 8 and 9 Bean et al. "Two Essential Ingredients: Phonics and Fluency Getting to Know Each Other" (Rasinski, T. et al.) "Authentic Literacy Activities for Developing Comprehension and Writing" (Duke, N. et al.)
November 6 Moodle	Selecting and Evaluating Instructional materials and Technology Resources; The "new" literacies	Vogt & Shearer Chapter 10 Bean et al. "The Assessment of Thoughtful Literacy in NAEP: Why the States Aren't Measuring Up" (Applegate, et al.) Bean et. al "Reading Adventures Online: Five Ways to Introduce the New Literacies of the Internet Through Children's Literature" (Castek, J. et al.) Gallagher Chapter 4
November 13 Campus	Planning and Developing Multidimensional Professional Development	Vogt & Shearer Chapter 11 Conferencing techniques Printed draft of School-wide Reading Program Due
November 20 Moodle	TBA	Article posted for on-line discussion (respond prior to November 26) Gallagher Chapter 5
November 27 Campus	Language and Literacy Development for English Learners and	Seminar Leader: Vogt & Shearer Chapter 7

	Dialectal Speakers	Bean et. al “English-Language Learners, Fan communities, and 21st Century Skills” (Black, R.) Bean et. al “Code-Switching Pedagogies and African American Student Voices: Acceptance and Resistance” (Hill, K.D.) From NWP website: “Honoring Dialect and Culture: Pathways to Student Success on High-Stakes Writing Assessments” (Crotteau, M)
December 4 Moodle	Moving the Field Forward	Vogt & Shearer Chapter 12 Bean et al. "The School Board Wants to Know: Why Literacy Coaching?" (Bean, R. & Isler, W.) School-wide Literacy Program paper due
December 11 Campus	Professional Development	Professional Development Plan due Professional Development Presentation due upload to Moodle

Appendix A
Writing Standards – Graduate Level (Grid Version)

Criteria	A <i>excellent</i>	B <i>good</i>	C <i>minimal expectations</i>	<u>Comments</u>
Content (<i>quality of the information, ideas and supporting details.</i>)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (<i>logical order or sequence of the writing</i>)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style (<i>appropriate attention to audience</i>)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality but lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy (<i>locating, evaluating, and using effectively the needed information as appropriate to assignment</i>)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (<i>appropriate acknowledgment of sources used in research</i>)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions (<i>adherence to grammar rules: usage, mechanics</i>)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				<u>Grade</u>

School-wide Literacy Program Rubric (100 points)

The student will describe, critique, and make recommendations for an effective school-wide literacy program for their particular school context. For the first part of this assignment, students will need to provide a current description of each component of their school-wide reading program. Components might include (this is not an exhaustive list): personnel (collaboration), schedule, materials, assessment, effective instruction, differentiation, a timeline for implementation, the use of volunteers, parents, and paraprofessionals in the classroom, home-school connections, community connections, and different ways of meeting the needs of all students (cultural diversity, special education, gifted, etc...). Secondly, students will critique their current literacy program by discussing the strengths and weaknesses of the program. Finally, the student will provide recommendations for change and/or additions to strengthen the current program. These recommendations must be based on class discussions, class texts, or evidence-based research. In addition, the student will need to make sure all state and federal mandates for assessment, instruction and intervention programs are met.

Subject	Point Value	Comments
<i>Part One: Description of the current school-wide reading program</i>		
Demographics: (describe school, students and setting)	/6	
Personnel/Leadership (Who will be involved in implementing the reading program and what are their roles?)	/6	
Schedule: (What is the overall school schedule?—guided reading for each classroom, title, PALS, reading tutoring, writing, word study, etc...)	/6	
Materials (What instructional materials will be used for each reading program-guided, students “at-risk or with special needs, gifted, culturally diverse, etc...?)	/6	
Instructional Strategies (What cognitive reading strategies will be used and why?)	/6	
Instructional Grouping Practices (How are the students grouped for each topic area of the program?)	/6	

Differentiation (instructional groupings, access to the curriculum, diversity, students with special needs)	/6	
Assessment (instruments used to assess program and student growth, times given, how they will be analyzed)	/6	
Home-School Connections (home involvement with reading, reading incentives, etc...)	/6	
Community Connections (use of paraprofessionals, parents and school volunteers in the school/classrooms)	/6	
<i>Part Two:</i>		
Strengths (using experiential opinion and evidence-based research insightfully discuss strengths of the current program—be sure to support your claims)	/10	
Weaknesses (using experiential opinion and evidence-based research insightfully discuss the weaknesses of the current program—be sure to support your claims)	/10	
<i>Part Three: Recommendations</i>		
Recommendations (What changes or additions would you make to strengthen the current school-wide reading program-Why?)	/10	
Visual Appeal (APA formatting: title page, abstract, reference page, double space, 12 pt font, one space after punctuation—All tables are organized clearly for conceptual understanding.)	/5	
Writing Quality (Overall writing ability follows EMU graduate writing standards.)	/5	
Total Points Available	100	

Year-long Professional Development Plan Rubric (100 points)

Develop a year-long professional development plan based on current reading research and the needs of your school. Your plan should be derived from and compliment your reading program as a whole. The student will include a rationale for each topic (needs to be supported by research and current needs). The student will need to include a full reference list (suggested books and professional articles to accompany each topic). This will need to be turned in as a Word document (APA required). Create a table of the events to be conducted for clarity and organization.

Student Name: _____

Subject	Point Value	Comments
Professional Development Plan is Derived from School/Teacher and Student Needs. (Here you will justify and provide support for the contents of your needs assessment survey. How does it relate to your school's particular/overall needs?)	/10	
Survey (Provide an example(s) and description of the school/teacher survey and the results)	/10	
School Demographics (Describe the school population, school setting, and any background information related to literacy professional development that has been conducted in the past that may be pertinent to this current plan, etc...)	/10	
Dissemination of Results/Needs (Describe your plan for sharing the survey results to the faculty.)	/10	
Focus Areas (Choose several key areas to focus on for the school year. Provide clearly written rationales for your focus area choices. Determine the model of PD)	/10	
Scheduling of Activities (Determine the length of time you will focus on these areas. Support your choices--should be based on need and type of PD. What do the teachers need (materials, time, personnel required, etc...) to carry out the PD?)	/10	
Evaluating Progress (Within your plan, how will you determine if the PD plan is working? How will you assess the plan?)	/10	
Reference List (Provide suggested books and professional articles to accompany each PD activity.)	/10	
Writing Quality (Overall writing ability should follow EMU's graduate writing standards)	/10	
Visual Appeal (APA formatting: title page, double space, 12 pt font, one space after all punctuation—All tables are organize clearly for conceptual understanding. Tables can also have modified font and spacing.)	/10	
Total Points Available	/100	15

Seminar Planning Form

Name:

Date: _____ Topic: _____

Main Concepts/Issues

Preliminary Activities

Seminar Questions

Opening:

Core:

Closing

Post Activities

General Guidelines:

- Focus on the goal. The goal is to deepen understanding by exploring the issues, not by establishing facts.
- Begin by giving an overview of the chapter content, presenting as factually as you can.
- During the seminar, ask open-ended questions and avoid yes/no questions.
- Keep your questions neutral. Participants make connections and judgments; the leader must remain neutral.
- Use questions that are substantive. The question should not be answerable without reading the text.
- Follow the order of questions: opening question(s), two to five core questions, and the closing question.
- Follow-up questions are not always planned ahead. Ask questions such as:
 - Are you saying that....?
 - Where in the text did you find support for that?
 - What do you mean by.....?
 - Would someone take issue with?

Facilitator Evaluation Sheet

Name: _____

Topic: _____

Date: _____

	Yes	No	N/A
Were the participants engaged early?			
Did you make sure the questions were understood?			
Did you ask questions that led to further questions?			
Did you use the answers as the basis of follow-up questions?			
Did you allow for discussion of disagreement?			
Did you listen carefully to participants' questions and responses?			
Did you accept participants' ideas without judgment?			
Did you keep attention on the ideas in the text being discussed?			
Did you correct mis-readings of the text?			
Did you allow time (pauses) for thinking?			
Did you draw out reasons and implications?			
Did you reach closure?			

(more on the back)

During the course of the seminar:

What was the most interesting question?

What was the most interesting idea to come from a participant?

What was the best thing you observed?

What was the most troubling thing you observed?

What do you think should be done differently, if you did this again?

Other comments

Adapted from Beers, J.W. "CI R29 Literacy Seminar 2010," The College of William and Mary;
used with permission

Participant's Reflection Sheet

Name

Seminar Leader

Topic

Date

1. Summary of key ideas:
2. What did you learn from the chapter and its discussion?
3. Reaction: identify what someone said and react to it.
4. How did the seminar influence your thinking about the topic?
5. How will you use this thinking in the future?
6. Self-assessment (Rate yourself from 1 to 5 on the following, with 1 being low and 5 being high)

_____	Taking a position
_____	Using evidence to support a position
_____	Drawing another person into the discussion
_____	Asking a clarifying question
_____	Moving the discussion along

7. How would you rate the chapter discussion? (check one)

- _____ Excellent (Everyone participated, listened, had good ideas, and did not interrupt.)
- _____ Good (Generally, everyone participated, but the seminar could have better ideas and behaviors.)
- _____ Fair (There was some side talk and interruptions; students were distracted.)
- _____ Poor (There was excessive side talk and interruptions; students were rude.)

8. How would you rate the leader? (check one)

- _____ Excellent (The leader engaged people, allowed for discussion and disagreement, listened carefully and kept the discussion focused on the text.)
- _____ Good (The leader generally engaged people, listened carefully, and kept the discussion focused, though there was some limited discussion.)
- _____ Fair (The leader engaged some people, kept the discussion focused on the text, but did not listen carefully and missed opportunities for follow up.)
- _____ Poor (The leader engaged a few people, but did not keep the discussion focused on the text, so there was a lot of irrelevant conversation.)

Adapted from Beers, J.W. "CI R29 Literacy Seminar 2010," The College of William and Mary; used with permission