



School of Education
Master of Science in Education
Course Requirements/Syllabus

Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number EDAM 5065		Course Title Literacy Leadership and Coaching	
Section/Semester	Location	Meeting Times	

Instructor/Facilitator Contact Information

Instructor/Facilitator Name		Office Hours (if applicable)	
Phone Number	E-mail	Best time(s) to be contacted	

Course Description from Graduate Bulletin:

In this course, learners will explore the various roles 21st century reading specialists may be asked to fulfill with a special lens on the instructional, leadership, and assessment requirements. Learners will have the opportunity to consider ethical assessment practices, evaluate leadership traits, and improve instruction through professional development and literacy coaching. In addition, learners will investigate the responsibilities of the reading specialist in writing proposals, developing internal and external partnerships, and becoming an agent of change for the school’s reading/literacy program.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx>. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:

Textbook(s):

- Bean, R. (2015). *The Reading Specialist: Leadership and Coaching for the Classroom, School, and Community* (3rd edition). New York, NY: The Guilford Press. New York, NY: The Guilford Press.

Readings (available through web links):

- Georgia Association of Educators. (nd). *Georgia Association of Educators Presents the Code of Ethics on Standardized Testing*. Retrieved from www.gae2.org/pdf/KNOW/6.2/feature1.pdf.
- Whiting, G., & Ford, D. (nd). *Cultural Bias in Testing*. Retrieved from <http://www.education.com/reference/article/cultural-bias-in-testing/>

- International Reading Association. (2015). *Research Brief in Support of the Position Statement on the Multiple Roles of School-Based Specialized Literacy Professionals*. Retrieved from <http://www.literacyworldwide.org/about-us/where-we-stand>
- International Reading Association. (2014). *Position Statement on Using High Stakes Assessment for Grade Retention and Graduate Decisions*. Retrieved from <http://www.literacyworldwide.org/about-us/where-we-stand>

Required Reference:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: Author.

Recommended Websites:

The Pennsylvania Department of Education Standards-Aligned System Website
<http://www.pdesas.org/>

International Literacy Association
www.literacyworldwide.org

Course Pre-requisites:

[EDAM 5060]: Foundations of Language and Literacy Acquisition

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes

Reading Specialist Program Outcomes (RSPO)

1. The student will demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including: historical perspectives, methodologies, systems of language, and theories of language and reading acquisition and development.
2. The student will promote literacy at all levels and across all content areas through the selection of classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums.
3. The student will create and manage a safe physical environment that fosters growth in all aspects of literacy and communicates high expectations for all learners.
4. The student will plan, implement, and adapt instruction in collaboration with other professionals using effective teaching strategies, curriculum resources, and technologies that address the diverse needs of learners at a variety of instructional levels.
5. The student will select, develop, administer, and record a variety of assessments that provide for multiple indicators of students' progress.
6. The student will demonstrate knowledge and competencies that foster professionalism in school and community settings.

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	PDE Certification Guidelines or Competencies	Evidence of Learning
1. Compare and contrast the role of the reading specialist from a historical perspective with the expertise needed by reading specialists in the 21st century in the areas of instruction, leadership, assessment, and positive social relationships, providing a self-evaluation of his/her readiness in meeting the expectations of a 21st century reading specialist	SELO 1, 2, 5 GEPO 1, 2, 3, 5 RSPO 1	IA-1 IIIA SPED II-G-4	Essay #1
2. Differentiate between the pullout and in-class instructional delivery models used to provide support for struggling readers, identifying the skills and abilities a reading specialist needs to effectively work with teachers and students using each model	SELO 1, 2, 5 GEPO 1, 2, 3, 5 RSPO 1	IA-7 IIB-3 II-G-1	Essay #2
3. Observe and evaluate a leader conducting a group meeting, identifying characteristics or traits of effective leadership in planning and facilitating	SELO 1, 2, 5 GEPO 1, 2, 3 RSPO 1	IIIB	Leadership observation report

group meetings			
4. Develop, conduct, and self-evaluate a professional development session for a group of teachers, focusing on developing awareness and responsiveness to a specific learning disability affecting literacy	SELO 1, 2, 5 GEPO 1, 2, 3 RSPO 1, 4, 6	IIIB SPED V-H	Professional development plan
5. Apply your understanding of the knowledge, skills, and abilities reading specialists need to improve teacher practices through the coaching role	SELO 1, 2, 5, 6 GEPO 1, 2, 3 RSPO 1	IIIB	Short answer #1
6. Evaluate the school's/district's summative assessment data from last year to identify instructional and/or programmatic revisions for quality improvement	SELO 1, 2, 5, 6 GEPO 1, 2, 3 RSPO 1	IA-6 SPED III-A-6 SPED III-K	Essay #3
7. Demonstrate an understanding of ethical practices for assessment and methods for avoiding biased assessment	SELO 1, 2, 5 GEPO 1, 2, 3, 5 RSPO 1	IA-6 SPED III-M SPED III-N	Short answer #2
8. Evaluate the school's/district's approaches to developing partnerships to increase student achievement for all learners, identifying and explaining factors that contribute to their effectiveness and noting areas of improvement	SELO 1, 2, 5, 8 GEPO 1, 2, 3, 5 RSPO 1	IIIB IIIC SPED II-G-5 SPED II-G-6 SPED II-G-7 SPED II-G-8	Essay #4
9. Analyze a sample mini-grant request for proposal seeking proposals that support literacy for all. Draft a proposal that addresses portions of the proposal application, including how you would evaluate success if you were to receive the grant.	SELO 1, 2, 5, 6 GEPO 1, 2, 3, 5 RSPO 1	IIIB	Draft Proposal
10. Review and evaluate commonly available literacy programs and determine which programs align best to the school's/district's philosophy	SELO 1, 2, 5, 6 GEPO 1, 2, 3 RSPO 1	SPED IV-C	Program recommendation report

<p>11. Identify issues and/or biases in need of change in the school/district in one of the following areas: reading curriculum, materials selection and usage, instructional technology usage, or implementation of state and federal educational agency requirements, explaining the potential effects of the change</p>	<p>SELO 1, 2, 5 GEPO 1, 2, 3, 5 RSPO 1, 2</p>	<p>IIC-2 ELL I-B-4</p>	<p>Written reflection</p>
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Related PA State Guidelines (Correlated to course objectives)

Reading Specialist Standards

I- Knowing the Content: The professional education program provides evidence that Reading Specialist certification candidates complete a program of studies in reading the same as the academic content area courses and required electives of a major in a bachelor's or master's degree. The program requires certification candidates to demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including:

IA- Historical perspective, methodologies and theories of language and reading acquisition and development including:

IA-1: Literacy at all levels, preschool through adults, and across all content areas

IA-6: Alignment of the various goals, standards, instruction, and assessment

IA-7: Variety of goals, standards, instruction, and assessment

II- Performances: The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. (Candidates that possess an initial Instructional certificate shall be required to participate in an internship for a minimum of 100 hours in lieu of student teaching.) The program also provides evidence that the criteria and competencies for exit from the Reading Specialist program are assessed during the field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

IIB- Planning of instruction in collaboration with other professionals at a variety of instructional levels based upon:

IIB-3: Addressing the strengths and needs of learners at all proficiency levels in reading, writing, speaking, and listening

IIC- Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:

IIC-2: Evaluating materials for literacy instruction

III-Professionalism: The professional education program provides evidence that Reading Specialist certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

IIIA- Reading local, state, national, and international publications and belonging to professional organizations

IIIB- Collaborating with other educators, allied professionals and the wider community, as well as serving as a resource to teachers, administrators, community and allied professionals

IIIC- Communicating with parents to make them effective partners in the literacy development of their children

Special Education Standards

II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments

IIG. Collaboration and Communication

IIG-1. Identify effective co-planning and co-teaching strategies.

IIG-4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).

IIG-5. Demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education program.

IIG-6. Demonstrate sensitivity for multicultural and economic perspectives in order to encourage parent participation.

IIG-7. Demonstrate an understanding of how to support student and family communication and meaningful participation into the student's educational program.

IIG-8. Work collaboratively with all members of the student's instructional team including parents and non-educational agency personnel.

III. Assessments

IIIA. Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standards aligned system.

IIIA-6. Summative –Summative Assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often the summative assessment occurs at the end of a school level, grade, or course, or is administered at certain grades for purposes of state or local accountability. Summative assessments are considered high-stakes assessments and the results are often used in conjunction with the No Child Left Behind Act (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the public. The data from summative assessments are the basis of accountability systems. (Examples of summative assessment: PSSA; Terra Nova)

IIIK. Use evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions for quality improvement.

IIIM. Demonstrate an understanding of ethical practice for assessment.

IIIN. Recognized the need to consult with multi-disciplinary team when cultural, economic, or linguistic differences are present in order to avoid biased assessment.

IV. Literacy Development and Instruction in Core and Intervention Areas

IVC. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs.

V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

VH. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of

students with disabilities.

ELL Standards

I. Foundations for Pre-service Candidates

IB. Culture

IB-4. Identify bias in instruction, materials and assessments.

Course Requirements & Assessments

Each assessment within the course is aligned with one of the course objectives (learning goals) or learning log entries and discussion posts. Each set of assessments will be averaged and weighted according to the distribution below to determine the final score earned in the course.

Essay #1:

The learner will develop an essay comparing and contrasting the role of the reading specialist from a historical perspective with the expertise needed by reading specialists in the 21st century in the areas of instruction, leadership, assessment, and positive social relationships, providing a self-evaluation of his/her readiness in meeting the expectations of a 21st century reading specialist.

Essay #2:

The learner will develop an essay differentiating between the pullout and in-class instructional delivery models used to provide support for struggling readers, identifying the skills and abilities a reading specialist needs to work effectively with teachers and students using each model.

Leadership observation report:

The learner will observe and evaluate a leader conducting a group meeting. Then, create a report identifying characteristics or traits of effective leadership in planning and facilitating group meetings.

Professional development plan:

The learner will develop a professional development session for teachers, focusing on developing awareness and responsiveness to a specific learning disability affecting literacy.

Short answer #1:

The learner will apply his/her understanding of the knowledge, skills, and abilities reading specialists need to improve teacher practices through the coaching role in a short answer response format.

Essay #3:

The learner will evaluate his/her school/district's summative assessment data from last year to identify instructional and/or programmatic revisions for quality improvement in an essay.

Short answer #2:

The learner will demonstrate an understanding of ethical practices for assessment and methods for avoiding biased assessment in a short answer response format.

Essay #4:

The learner will develop an essay evaluating the school's/district's approaches to developing external partnerships to increase student achievement for all learners, identifying and explaining factors that contribute to their effectiveness and noting areas of improvement.

Draft Proposal:

The learner will analyze a sample mini-grant request for proposal seeking proposals that support literacy for all. Then, draft a proposal that addresses portions of the proposal application, including how he/she would evaluate success if he/she were to receive the grant.

Program recommendation report:

The learner will review and evaluate commonly available literacy programs. Then, determine which programs align best to his/her school's/district's reading philosophy in a program recommendation report.

Written reflection:

The learner will develop a written reflection identifying issues and/or biases in need of change in the school/district in one of the following areas: reading curriculum, materials selection and usage, instructional technology usage, or implementation of state and federal educational agency requirements, explaining the potential effects of the change.

Learning Log/Wiki Entries:

Throughout the course, learners will complete a number of activities that require them to reflect on course concepts in their Learning Log or collaborate with their study group members in the wiki environment. Learning logs and wiki entries are viewed and scored by the instructor/facilitator. Note: if a wiki requires collaboration across the span of a unit, the instructor/facilitator will not score multiple wiki entries for the same wiki. Instead, a cumulative score will be given for the wiki participation.

Online Discussions:

Throughout the course, learners will engage in an online discussion with their course colleagues in which they discuss their opinions and experiences around a course topic. Discussions can be viewed by all learners in the course and they are scored by the instructor/facilitator.

Course Rubrics

UNIT 2 ASSESSMENTS

TOPIC: THE EVOLVING ROLES OF THE READING SPECIALIST

Essay #1

The learner will compare and contrast the role of the reading specialist from a historical perspective with the expertise needed by reading specialists in the 21st century in the areas of instruction, leadership, assessment, and positive social relationships, providing a self-evaluation of his/her readiness in meeting the expectations of a 21st century reading specialist.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Essay #1 Scoring Criteria
	<i>Compare and contrast the role of the reading specialist from a historical perspective with the expertise needed by reading specialists in the 21st century in the areas of instruction, leadership, assessment, and positive social relationships, providing a self-evaluation of your readiness in meeting the expectations of a 21st century reading specialist.</i>
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's essay includes: <ol style="list-style-type: none"> a. A comparison of the historical perspectives and 21st Century perspectives on the role of the reading specialist in the following areas: <ul style="list-style-type: none"> • Instruction • Assessment • Leadership • Positive social relationships b. A self-evaluation of your readiness in meeting the expectations of a 21st century reading specialist. c. A self-evaluation of your readiness in meeting the school's/district's expectations of the reading specialist.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's essay includes: <ol style="list-style-type: none"> a. A limited comparison of the historical perspectives and 21st century perspectives on the role of the reading specialist for the following areas. <ul style="list-style-type: none"> • Instruction

	<ul style="list-style-type: none"> • Assessment • Leadership • Positive social relationships <p>Or, the comparison shows evidence of misunderstanding.</p> <p>b. A partial self-evaluation of your readiness in meeting the expectations of a 21st century reading specialist.</p> <p>c. A partial self-evaluation of your readiness in meeting the school's/district's expectations of the reading specialist.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's essay includes:</p> <p>a. A comparison of the historical perspectives and 21st century perspectives on the role of the reading specialist in the following areas:</p> <ul style="list-style-type: none"> • Instruction • Assessment • Leadership • Positive social relationships <p>b. A self-evaluation of your readiness in meeting the expectations of a 21st Century reading specialist.</p> <p>c. A self-evaluation of your readiness in meeting the school's/district's expectations of the reading specialist.</p>
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 3 ASSESSMENTS

TOPIC: THE INSTRUCTIONAL ROLE

Essay #2

The learner will differentiate between the pullout and in-class instructional delivery models used to provide support for struggling readers, identifying the skills and abilities a reading specialist needs to work effectively with teachers and students using each model.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Essay #2 Scoring Criteria
	<i>Differentiate between the pullout and in-class instructional delivery models used to provide support for struggling readers, identifying the skills and abilities a reading specialist needs to work effectively with teachers and students using each model.</i>
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's essay includes: <ul style="list-style-type: none"> • A description of the pullout instructional delivery model, including benefits and challenges. • A description of the in-class instructional delivery model, including benefits and challenges. • A comparison of the skills and abilities reading specialists need to work effectively with teachers and students using each model.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's essay includes: <ul style="list-style-type: none"> • A missing or limited description of the pullout instructional delivery model. Or, the description shows evidence of misunderstanding. • A missing or limited description of the in-class instructional delivery model. Or, the description shows evidence of misunderstanding. • A missing or partial comparison of the skills and abilities reading specialists need to effectively work with teachers and students using each model. Or, there is evidence of misunderstanding.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's essay includes: <ul style="list-style-type: none"> • A description of the pullout instructional delivery model, including benefits and challenges. • A description of the in-class instructional delivery model, including benefits and challenges. • A comparison of the skills and abilities reading specialists need to work effectively with

	teachers and students using each model.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 4 ASSESSMENTS

TOPIC: THE LEADERSHIP ROLE

Leadership Observation Report

The learner will observe and evaluate a leader conducting a group meeting, identifying characteristics or traits of effective leadership in planning and facilitating group meetings.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Leadership Observation Report Scoring Criteria
	<i>Observe and evaluate a leader conducting a group meeting, identifying characteristics or traits of effective leadership in planning and facilitating group meetings.</i>
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's observation report includes: <ul style="list-style-type: none"> A description of the characteristics or traits that constitute effective leadership in planning and facilitating group meetings. A brief summary of the meeting purpose, goals, and audience. An evaluation of the leader's effectiveness in planning and conducting the meeting based on the factors contributing to effective leadership, noting strengths and possible areas of improvement.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's observation report includes: <ul style="list-style-type: none"> A partial description of the characteristics or traits that constitute effective leadership in planning and facilitating group meetings. Or, the description shows evidence of misunderstanding. A brief summary of some but not all of the following: meeting purpose, goals, and audience. A limited evaluation of the leader's effectiveness in planning and conducting the meeting based on the factors contributing to effective leadership but strengths and possible areas of improvement are not noted. Or, the evaluation does not address the factors contributing to

	effective leadership.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's observation report includes: <ul style="list-style-type: none"> • A description of the characteristics or traits that constitute effective leadership in planning and facilitating group meetings. • A brief summary of the meeting purpose, goals, and audience. • An evaluation of the leader's effectiveness in planning and conducting the meeting based on the factors contributing to effective leadership, noting strengths and possible areas of improvement.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Professional Development Plan

The learner will develop a professional development session for teachers, focusing on developing awareness and responsiveness to a specific learning disability affecting literacy.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Professional Development Plan—Option I Scoring Criteria
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's assessment submission includes: <ul style="list-style-type: none"> • A copy of the professional development plan/presentation, including any presentation materials, visuals, and handouts. • An implementation summary including a self-evaluation of the session noting strengths, challenges, and areas in need of improvement. • A description of future revisions based on the self-evaluation, participant survey results, and the guidelines for effective presentations.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's assessment submission includes: <ul style="list-style-type: none"> • Missing documents. Or, the plan/presentation does not develop awareness and

	<p>responsiveness to a specific learning disability affecting literacy.</p> <ul style="list-style-type: none"> • A partial implementation summary. Some elements are missing. • A partial description of future revisions based on the self-evaluation, participant survey results, and the guidelines for effective presentations. Or, some elements are missing.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's assessment submission includes:</p> <ul style="list-style-type: none"> • A copy of the professional development plan/presentation, including any presentation materials, visuals, and handouts. • An implementation summary including a self-evaluation of the session noting strengths, challenges, and areas of improvement. • A description of future revisions based on the self-evaluation, participant survey results, and the guidelines for effective presentations.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Scoring Level	Professional Development Plan—Option 2 Scoring Criteria
	<i>Develop a professional development session for teachers, focusing on developing awareness and responsiveness to a specific learning disability affecting literacy.</i>
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner's assessment submission includes:</p> <ul style="list-style-type: none"> • A copy of the professional development plan/presentation, including any presentation materials, visuals, and handouts. • A summary of how the presentation addresses the guidelines for effective presentations. Or, there is evidence of misunderstanding. • A discussion of potential challenges and how to overcome them.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner's assessment submission includes:</p> <ul style="list-style-type: none"> • Missing documents. Or, the plan/presentation does not develop awareness and responsiveness to a specific learning disability affecting literacy. • A partial summary of how the presentation addresses the guidelines for effective presentations. Or, there is evidence of misunderstanding.

	<ul style="list-style-type: none"> • A missing or limited discussion of potential challenges and how to overcome them.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's assessment submission includes:</p> <ul style="list-style-type: none"> • A copy of the professional development plan/presentation, including any presentation materials, visuals, and handouts. • A summary of how the presentation addresses the guidelines for effective presentations. • A discussion of potential challenges and how to overcome them.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 5 ASSESSMENTS

TOPIC: THE COACHING ROLE

Short Answer #1

The learner will *apply his/her understanding of the knowledge, skills, and abilities reading specialists need to improve teacher practices through the coaching role.*

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Short Answer #1 Scoring Criteria
	<i>Apply your understanding of the knowledge, skills, and abilities reading specialists need to improve teacher practices through the coaching role.</i>
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner's short answer responses:</p> <ul style="list-style-type: none"> • Demonstrate the learner's understanding of the knowledge, skills, and abilities reading specialists need to improve teacher practices through the coaching role. • Include a response for each short answer question.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner's short answer short answer responses:</p> <ul style="list-style-type: none"> • Demonstrate the learner's partial understanding of the knowledge, skills, and abilities reading specialists need to improve teacher practices through the coaching role. Or, the responses show evidence of misunderstanding.

	<ul style="list-style-type: none"> • Include a response for some but not all short answer questions.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's short answer responses:</p> <ul style="list-style-type: none"> • Demonstrate the learner's understanding of the knowledge, skills, and abilities reading specialists need to improve teacher practices through the coaching role. • Include a response for each short answer question.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 6 ASSESSMENTS

TOPIC: THE ASSESSMENT ROLE

Essay #3

The learner will evaluate his/her school/district's summative assessment data from last year to identify instructional and/or programmatic revisions for quality improvement.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Essay #3 Scoring Criteria
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner's essay includes:</p> <ul style="list-style-type: none"> • A brief description of the results of the summative data including what assessments were performed to gather the data. • Recommendations to instructional and/or programmatic revisions based on an evaluation of the data. • A discussion of the role reading specialists could play in the proposed recommendations.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner's essay includes:</p> <ul style="list-style-type: none"> • An incomplete description of the results of the summative data including what assessments were performed to gather the data.

	<ul style="list-style-type: none"> Limited or no recommendations to instructional and/or programmatic revisions based on an evaluation of the data. Or, the recommendations show evidence of misunderstanding. A narrow discussion of the role reading specialists could play in the proposed recommendations.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's essay includes:</p> <ul style="list-style-type: none"> A brief description of the results of the summative data including what assessments were performed to gather the data. Recommendations to instructional and/or programmatic revisions based on an evaluation of the data. A discussion of the role reading specialists could play in the proposed recommendations.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Short Answer #2

The learner will demonstrate an understanding of ethical practices for assessment and methods for avoiding biased assessment.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Short Answer #2 Scoring Criteria
	<i>Demonstrate an understanding of ethical practices for assessment and methods for avoiding biased assessment.</i>
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner's short answer responses:</p> <ul style="list-style-type: none"> Demonstrate the learner's understanding of ethical practices for assessment and methods for avoiding biased assessment. Include a response for each short answer question.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner's short answer short answer responses:</p> <ul style="list-style-type: none"> Demonstrate the learner's partial understanding of ethical practices for assessment and methods for avoiding biased assessment. Or, the responses show evidence of

	<p>misunderstanding.</p> <ul style="list-style-type: none"> • Include a response for some but not all short answer questions.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's short answer responses:</p> <ul style="list-style-type: none"> • Demonstrate the learner's understanding of ethical practices for assessment and methods for avoiding biased assessment. • Include a response for each short answer question.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 7 ASSESSMENTS

TOPIC: THE PARTNERSHIP ROLE

Essay #4

The learner will evaluate your school's/district's approaches to developing partnerships to increase student achievement for all learners, identifying and explaining factors that contribute to their effectiveness and noting areas of improvement.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Essay #4 Scoring Criteria
	<i>Evaluate your school's/district's approaches to developing partnerships to increase student achievement for all learners, identifying and explaining factors that contribute to their effectiveness and noting areas of improvement.</i>
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner's essay includes:</p> <ul style="list-style-type: none"> • A brief description of existing internal and external partnerships that focus on increasing student achievement for all learners. • An evaluation of the effectiveness of the partnerships noting factors that are contributing to the success of the partnership. • Recommendations for improving ineffective partnerships. • A discussion of proposed new partnerships including a rationale.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

2	<p>The learner's essay includes:</p> <ul style="list-style-type: none"> • A brief description of existing internal and external partnerships but it is not clear how the partnerships are related to increasing student achievement for all learners. • A missing or partial evaluation of the effectiveness of the partnerships. • Missing or limited recommendations for improving ineffective partnerships. • A missing or limited discussion of proposed new partnerships. Or, no rationale is given.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's essay includes:</p> <ul style="list-style-type: none"> • A brief description of existing internal and external partnerships that focus on increasing student achievement for all learners. • An evaluation of the effectiveness of the partnerships noting factors that are contributing to the success of the partnership. • An analysis of ineffective partnerships and recommendations for improvement. • A discussion of proposed new partnerships including a rationale.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 8 ASSESSMENTS

TOPIC: THE PROPOSAL WRITER ROLE

Draft Proposal

The learner will analyze a sample mini-grant request for proposal seeking proposals that support literacy for all. Then, draft a proposal that addresses portions of the proposal application, including how he/she would evaluate success if he/she were to receive the grant.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Draft Proposal Scoring Criteria
	<i>Analyze a sample mini-grant request for proposal seeking proposals that support literacy for all. Then, draft a proposal that addresses portions of the proposal application, including how you would evaluate success if you were to receive the grant.</i>
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content

3	The learner's draft proposal meets the requirements identified in the sample request for proposal for the following proposal components: title, abstract, project description, and budget items.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's draft proposal does not fully address the requirements identified in the sample request for proposal for the following proposal components: title, abstract, project description, and budget items.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's draft proposal meets the requirements identified in the sample request for proposal for the following proposal components: title, abstract, project description, and budget items.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 9 ASSESSMENTS

TOPIC: THE CHANGE AGENT ROLE

Program Recommendation Report

The learner will review and evaluate commonly available literacy programs and determine which programs align best to his/her school's/district's philosophy.

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Program Recommendation Report Scoring Criteria
	<i>Review and evaluate commonly available literacy programs and determine which programs align best to your school's/district's philosophy.</i>
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's program recommendation report includes: <ul style="list-style-type: none"> • An overview of the school's/district's reading philosophy. • A description of each program and its key features. • A comparison of how the programs align to the school's/district's reading philosophy including literacy and assessment. • A recommendation of which program would be a better fit for the school/district, including a rationale for the recommendation.

2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's program recommendation report includes: <ul style="list-style-type: none"> • An overview of the school's/district's reading philosophy. • A partial description of each program and its key features. • A limited comparison of how the programs align to the school's/district's reading philosophy including literacy and assessment. Or, the comparison shows evidence of misunderstanding. • A recommendation of which program would be a better fit for the school/district, but a rationale for the recommendation is not given.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's program recommendation report includes: <ul style="list-style-type: none"> • An overview of the school's/district's reading philosophy. • A description of each program and its key features. • A comparison of how the programs align to the school's/district's reading philosophy including literacy and assessment. • A recommendation of which program would be a better fit for the school/district, including a rationale for the recommendation.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Written Reflection

The learner will *identify issues and/or biases in need of change in the school/district in one of the following areas: reading curriculum, materials selection and usage, instructional technology usage, or implementation of state and federal educational agency requirements, explaining the potential effects of the change.*

The assessment document must conform to the specifications listed in the Learning Guide for the assessment activity. Failure to do so will result in a deduction of .5 points.

Scoring Level	Written Reflection Scoring Criteria
	<i>Identify issues and/or biases in need of change in the school/district in one of the following areas: reading curriculum, materials selection and usage, instructional technology usage, or implementation of state and federal educational agency requirements, explaining the potential effects of the change.</i>
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's written reflection includes: <ul style="list-style-type: none"> • An evaluation of the issues and/or biases affecting the chosen area. • A description of recommended changes and what resources will be needed. • A description of the role the reading specialist could play in carrying out the recommended changes.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's written reflection includes: <ul style="list-style-type: none"> • A limited evaluation of the issues and/or biases affecting the chosen area. • A description of recommended changes but no discussion of resources that will be needed. • A partial description of the role the reading specialist could play in carrying out the recommended changes. Or, the description shows evidence of misunderstanding.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's written reflection includes: <ul style="list-style-type: none"> • An evaluation of the issues and/or biases affecting the chosen area. • A description of recommended changes and what resources will be needed. • A description of the role the reading specialist could play in carrying out the recommended changes.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Learning Log/Wiki Entries

Throughout the course, learners will complete a number of activities that require them to reflect on course concepts in their Learning Log or collaborate with their study group members in the wiki environment. Learning logs and wiki entries are viewed and scored by the facilitator.

Scoring Level	Scoring Criteria
	<ul style="list-style-type: none"> • Completeness • Understanding of Course Content • Application of Course Content
4	<ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a strong understanding of course concepts • Entry demonstrates definite and appropriate application of course concepts
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<ul style="list-style-type: none"> • Completes all aspects of the activity • Entry demonstrates a clear understanding of course concepts • Entry demonstrates clear application of course concepts
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<ul style="list-style-type: none"> • Completes some aspects of the activity • Entry demonstrates some (limited) understanding of course concepts • Entry demonstrates limited evidence of application of course concepts
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
1	<ul style="list-style-type: none"> • Even with assistance, does not complete the activity • With help, entry demonstrates little understanding of course concepts • With help, entry demonstrates little evidence of application of course concepts
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	<ul style="list-style-type: none"> • Does not complete the activity • Even with help, entry demonstrates no understanding of course concepts • Even with help, entry demonstrates no evidence of application of course concepts
Note: This will be used as a holistic rubric.	

Online Discussions

Throughout the course, learners will engage in online discussions in which they discuss their opinions and experiences around a course topic. Discussions can be viewed by all learners in the course and they are scored by the facilitator.

Scoring Level	Scoring Criteria
	Responds with thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings
4	Online response demonstrates a strong understanding of course concepts
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Online response indicates thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	Online response indicates thoughtful ideas and/or suggestions to the initial posting and other group members' postings
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
1	With help, online response indicates thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, no postings are made to sync point discussions
Note: This will be used as a holistic rubric.	

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective 1: Essay #1	0-4	5%
Objective 2: Essay #2	0-4	5%
Objective 3: Leadership observation report	0-4	5%
Objective 4: Professional development plan	0-4	10%
Objective 5: Short Answer #1	0-4	5%
Objective 6: Essay #3	0-4	10%
Objective 7: Short answer #2	0-4	5%
Objective 8: Essay #4	0-4	5%
Objective 9: Proposal needs assessment	0-4	10%
Objective 10: Program recommendation report	0-4	10%
Objective 11: Written reflection	0-4	10%
Learning Logs/Wikis	0-4	10%
Discussions	0-4	10%

Graduate Education Grading Scale (MS Level):

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor/facilitator in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the

tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx>

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor/facilitator must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor/facilitator as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor/facilitator.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussion deadlines are set by the instructor/facilitator. **Late discussions are not accepted for partial credit after the dates set for each discussion.**

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor's/facilitator's policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor/facilitator before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor/facilitator.

Penalties levied by the instructor/facilitator in accordance with this policy are not subject to grievance by the students.

Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

APA Online References: <http://apastyle.apa.org/> <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn. The National Institute for Professional Practice uses its own proprietary learning management system.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to <http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx> or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at <http://wilkes.beta.libguides.com/library/databases>

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is <http://wilkes.libguides.com/gradeducation>

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without "@wilkes.edu") and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

Writing: The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at <http://www.wilkes.edu/resources/writing>

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors/facilitators and possibly other personnel. Both the student's needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor/facilitator at the beginning of each course.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: <https://www.perms.ed.state.pa.us/>

Class Schedule for the Semester

An activity time breakdown is located in the Learning Guide document available with course access. The course instructor/facilitator will send learners a schedule for completing assignments once the course begins.

Dear Parent/Guardian:

I am currently pursuing my Masters of Science in Education (MSEd) for Reading with a Pennsylvania Reading Specialist Certificate offered by the National Institute for Professional Practice and Wilkes University. One of the primary purposes of this program is to provide graduate candidates with practice in assessing students' literacy skills.

All candidates in this program are required to administer, evaluate, and interpret a variety of literacy assessments. Although your child's performance will be evaluated, his/her name will not appear on any material that may be submitted. For research and instructional purposes, the assessment results will only be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University. The enclosed form will be used to document your permission for these activities.

Sincerely, _____
(Candidate Signature)

STUDENT RELEASE FORM

Student Name: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding allowing my child to participate in literacy assessments. I understand that my child's performance on the assessments will be evaluated for course purposes; however, my child's name will not appear on any material that may be submitted. I understand my child's assessments will be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University.

(Please check the appropriate box below)

- I DO** give permission for my child to participate in literacy assessments
- I DO NOT** give permission for my child to participate in literacy assessments

Name of Parent/Legal Guardian: _____
Print)

Signature of Parent/Legal Guardian: _____
(Signature)

Date: _____

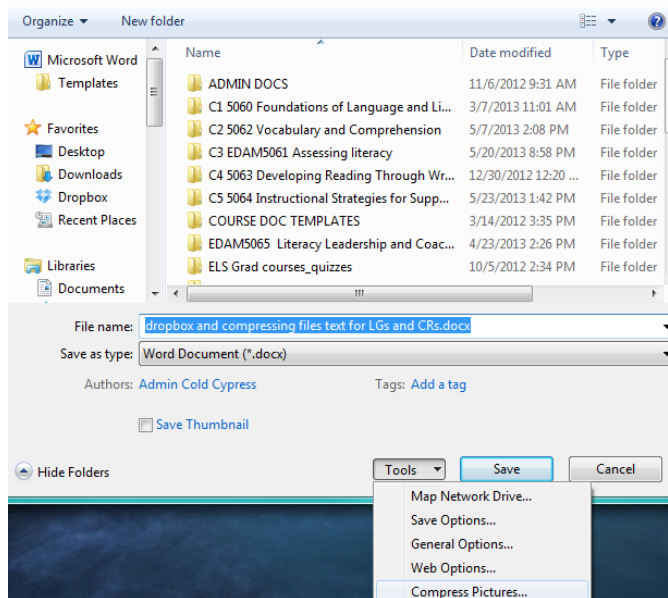
Compressing All Pictures in Word

Image files can drastically increase the file size of your document. It is always better to use the “Insert Picture” feature in Word rather than copying and pasting an image file into your document. Avoid saving graphic files as .bmp, which creates larger graphic files. Instead, save files as either .png or .jpg. When compressing pictures their quality may be reduced as you will notice in the screen grabs below. This should only be a concern if you are submitting images that need to be reviewed in fine detail or where text in the image must be read clearly. This is generally not the case for any images submitted in the Reading Specialist courses. However, when you upload the compressed version of your document into the course LMS you may want to send your facilitator a note asking them to confirm if the document is legible.

For Word 2003, 2007, and 2010 Users

To compress all the pictures in your document follow these steps:

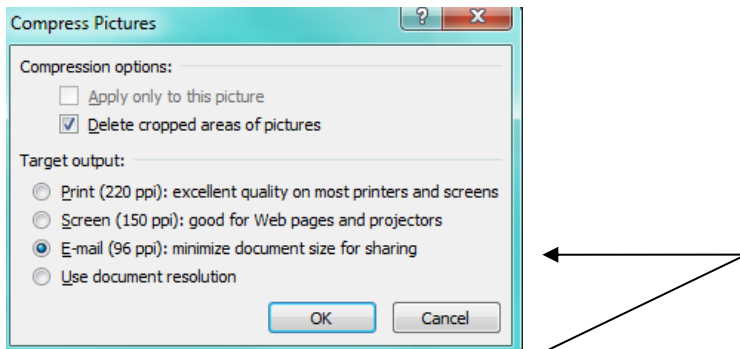
1. Click “File” on the top menu bar
2. Click “Save As”. If you want to keep a copy of the original document with the larger image files then you will need to slightly modify the existing file name. For example: existing file is “compression test.doc”, consider changing it to “compression test **1**.doc”. The yellow highlight shows the modification made to the file name. Remember to upload the correct document to the course LMS/or Dropbox. If you prefer, you may use the same name and the compressed document will take the place of the larger file sized document.
3. Click “Tools”, next to the “Save” button at the bottom of the window.
4. Select “Compress Pictures”



From the Compress Pictures dialog box:

Under Compression Options:

1. Select “Delete cropped areas of pictures”
2. **Don’t select** “apply only to this picture”



Under Target Output:

1. Select “Email (96dpi) minimize document size for sharing”
2. Click “OK”
3. Click “Save” in the “Save As” dialog box.
4. Upload your document in the course LMS.



Dropbox Instructions

**If you already have a Dropbox account, please skip this section and move to the Uploading to Dropbox section.*

Create a Dropbox Account

1. Visit www.dropbox.com and download the FREE version of Dropbox.
2. After downloading, you will be prompted to create an account.
3. Create a FREE account. You are not required to buy space on Dropbox.
4. Follow the prompts in order to complete the download.
5. Dropbox will install an icon on your desktop that looks like an open box.
6. Write down your username and password and keep in a safe place. The National Institute will NOT be able to provide you with this information if it is lost.

Uploading to Dropbox

1. Right click the Dropbox icon on your desktop and click **Launch Dropbox Website**. Or, go to www.dropbox.com and sign-in to your account.
2. Create a new folder by clicking the icon that looks like a folder with a green plus sign located at the top of the page. 
3. Name this folder: Course code_ Last name. For example, **5004_Smith**. (5004 is just a sample, please use the code for the course you are currently taking)
4. Save your document/file in this folder by clicking the icon that looks like a document with an upward arrow located at the top of the page. 
5. Select **Choose Files**.
6. Find your document/file and click **Open**. Depending on your file size, it may take up to 30 minutes to sync your file to the Dropbox website. You will know it has finished syncing when the blue circle turns to a green checkmark.
7. Click the **Done** button.

8. From the Dropbox home page click on the icon that looks like a folder with a rainbow on it located at the top of the page. (Note you may receive a message to verify your email address. If so, follow the instructions.)



9. Select the **I'd like to share an existing folder** option.

10. Select the folder with your course code and file name and click **Next**.

11. Enter **both** your facilitator's email address and the email address of the National Institute's Admissions Representative (**smitchell@professionalpractice.org**) to invite them to view your file.

12. In the message field, include a message stating that you have uploaded your document/file; include the name of the assessment/activity to which the file is associated.

13. Click the **Share Folder** button.

14. Once your facilitator and the Admissions Representative at the National Institute have accepted this invitation, you will receive notification in the email account you provided to Dropbox.

Note: You do not need to create a new folder each time you upload a file for the same course. Instead, on subsequent uploads, log into Dropbox and begin at step 4.

Dropbox help center: <https://www.dropbox.com/help>