



READ 5309
Foundations of Literacy Coaching
The University of Texas at Tyler
School of Education

Course: READ 5309-060 (81258)
Semester & Year: Fall 2022
Location: Graduate - Online

Instructor Information: Dr. Gina M. Doepker
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Course Description: “Field experience focused on expanding literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching work in authentic PreK-12 clinical and/or school settings.”

Knowledge Base(s) and Rationale:

This graduate level course is designed as a practicum for prospective and practicing teachers and instructional leaders who wish to develop and/or expand their literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching work in authentic school settings.

Course content is informed by various research, policy, and practice resources, which contribute in different but complementary ways to the preparation of reading specialists/literacy coaches and instructional leaders. Research and theory addressed in the course will draw from several fields of inquiry, including adult learning, professional development, teacher quality and student achievement, and school improvement.

Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association* (ILA, 2017);
- *Texas Examination of Educator Standards* (TEXES)
- *Texas Educator Standards* (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),
- *Texas State Board for Educator Certification Standards* (TSBECS, 2016)

- *Texas Prekindergarten Guidelines (TPG 2015)*,
- *International Society for Technology in Education Standards for Educators (ISTE)*,
- *Interstate New Teacher Assessment and Support Consortium Standards (InTASC)*,
- *College and Career Readiness Standards (CCRS)*

Student Learning Outcomes (SLOs): Upon successful completion of the requirements for this course, teacher candidates will be able to:

1. Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.
2. Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.
3. Apply knowledge and skills gained about literacy coaching research and best practices in the design of professional development programs for individual teachers, grade levels, and schools.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.	Course Readings Standards Review Coaching Videos	Literacy Coaching Observation & Interview Professional Development Plan Online Discussions Portfolio Artifact	ILA: 1.4, 2.4, 6.1, 6.4 TEExES: Standard IV TES: 6:Cii TSBECS:IV(4.11s) InTASC: 9 CCRS: IIA(2)(11)
2. Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.	Course Readings Literacy Coaching Observation & Interview Professional Development Plan Needs Analysis	Literacy Coaching Observation & Interview Professional Development Plan Online Discussions Portfolio Artifact	ILA: 2.3, 2.4, 3.2, 3.3, 6.2 TEExES: Standard IV TES: 6:Cii InTASC: 6
3. Apply knowledge and skills gained about literacy coaching research and best practices in	Course Readings Professional Development Plan	Poll & Post	ILA: 2.3, 2.4, 3.3, 6.2, 6.3, 7.2, 7.3 TEExES: Standard IV

the design of professional development programs for individual teachers, grade levels, and schools.		Literacy Coaching Observation & Interview Professional Development Plan Online Discussions Portfolio Artifact	TES: 6:Cii TPG: viii ISTE: 2.4 InTASC:10 CCRS: VA(2), VB(1)(3) VC(1)
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COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities.

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. Online Contributions (15 points). Throughout the semester, you will be expected to engage actively in online assignments, and activities aimed at strengthening your ability to critically read, synthesize, and interpret literacy research findings, as well as engage in literacy research activities. Your contribution to specific online activities is a significant part of the course grade and an important component of our shared pedagogical experience. Your active participation will help me to evaluate your overall performance as a class member, as well as making the class more interactive and engaging for all of us. The main goal for the discussions is to bring out the main points and issues of the readings but you should go beyond summarizing the readings. I suggest using the following questions as a general guide for your thinking while completing the readings:

- a) What are the main points made or issues raised in the assigned reading(s)?
- b) What are the strengths and weaknesses (or limitations) of the main points outlined arguments made, or solutions provided?
- c) In what ways will the knowledge gained from the assigned reading(s) help you enhance your role and/or work as a literacy specialist/coach?

Active engagement entails making sustained and substantive contributions by completing assigned readings, asking critical questions, collaborating with others online, and exploring implications and applications of knowledge gained for your own professional work. The following criteria will be used to evaluate your class participation and engagement.

- 0-4 points = Low level of participation and engagement
- 5-10 points = Moderate level of participation and engagement
- 11-15 points = High level of participation and engagement

2. Poll & Post (5 points)

Poll & Post Description — During the first week of class you will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. At an appropriate time, you will complete a post assignment that specifically addresses the same topic. (**Poll = 1 point and Post = 4 points**)

3. Literacy Coaching Observation & Interview (25 points). In this assignment you will have an opportunity to learn about the roles and responsibilities of a literacy coach as they function within a school setting. Based on your particular situation at this point in the school year you will choose either **PLAN A** (for current teachers in an actual classroom/school) or **PLAN B** (for current teachers not in an actual classroom/school).

PLAN A - ACTUAL CLASSROOM: Identify a literacy coach in your school or school district that you can work with throughout the semester. If your school or district does not employ literacy coaches, identify a reading specialist, a teacher leader, a school principal, or a central office person who has the primary responsibility for improving student literacy achievement.

To complete this project, you will engage in two related tasks.

1. Conduct an interview with the literacy coach you have identified. I will provide you with an interview guide that will help in organizing information for purposes of conducting the interview.
2. Arrange to observe your literacy coach as they complete their work three or more times during the semester. Ideally, you may want to observe your literacy coach while they engage in different roles and responsibilities (e.g., conducting a professional development session for teachers, addressing curriculum or assessment issues related to students' literacy achievement, assisting individual teachers with specific issues pertaining to instructional practices).

PLAN B – VIRTUAL CLASSROOM: If you currently are not teaching face-to-face in a school you will need to find and contact (phone, email, Zoom) a literacy coach to complete part 1 of the assignment.

To complete this project, you will engage in two related tasks.

1. Conduct an interview with the literacy coach you have identified. I will provide you with an interview guide that will help in organizing information for purposes of conducting the interview.
2. A Day in the Life of a Literacy Coach. You will virtually “observe” different literacy coaches as they complete their work throughout a typical day. Pay attention as you “observe” the literacy coaches while they engage in different roles and responsibilities (e.g., conducting a professional development session for teachers, addressing curriculum or assessment issues related to students' literacy achievement, assisting individual teachers with specific issues pertaining to instructional practices). The course instructor will provide observation video clips and detailed written daily schedules from actual literacy coaches in the field.

BOTH PLAN A & PLAN B: You should plan on spending approximately 20 clock hours in completing both tasks (i.e., observations and interview) of this project. Keep track of the amount of time and effort devoted to the completion of this project (i.e., introduction of literacy coach, interview, transcribing interview, completing all observations, writing report, etc.). I will provide you with a timesheet to keep track of your hours.

Write a brief report (750-1000 words) summarizing your findings based on the interview and observations completed. Prepare the report so that it can be shared with your school principal and/or fellow teachers within your school. Organize your report around the following Headings:

- a) **Project Overview:** Identify if you chose PLAN A or PLAN B and why you chose that PLAN. Describe the purpose of the project, what you did to complete it, and how?
- b) **Project Findings:** Provide a summary of the main findings of the observations and interview. Analyze these findings in light of current literacy coaching research and best practices, particularly as they pertain to the roles and responsibilities of literacy coaches in enhancing instructional practices and increasing student achievement outcomes.
- c) **Reflections & Applications:** Reflect on what you have learned about literacy coaching as a result of completing this project. Discuss the implications or applications of what you have learned for your own teaching and continuous professional learning.

Your final report will be evaluated on the following criteria: Documentation of time and effort devoted to the two main tasks of this project: clarity and organization of information pertaining to project description, project findings, and reflections; and quality of writing and presentation.

4. Designing a School-Wide Professional Development Plan (50 points). In this semester-long, field-based project, you will have an opportunity to engage in an important component of literacy coaching work, which consists of designing and putting in place a school-wide professional development plan. Based on your particular situation at this point in the school year you will choose either **PLAN A** (for current teachers in an actual classroom/school) or **PLAN B** (for current teachers not in an actual classroom/school).

PLAN A – ACTUAL CLASSROOM: To complete this project, you will be asked to engage in two closely related tasks.

1. You will work with a teacher/set of teachers in your school and conduct a needs analysis for teacher professional development in the area of literacy instruction. (All student data collected during the needs analysis will remain confidential.) I will provide you with a guide that will help in conducting the needs analysis.
2. Based on your analysis of the data collected, you will engage in developing a tentative action plan aimed at improving instructional practices, which will eventually enhance student literacy achievement outcomes in the school.

PLAN B- VIRTUAL CLASSROOM: To complete this project, you will be asked to engage in two closely related tasks.

1. You will contact (i.e., phone, email, Zoom) a teacher/set of teachers and conduct a needs analysis for teacher professional development in the area of literacy instruction. (All teachers should have access to their class either virtually or face-to-face, but if you do not

have access to any teachers the literacy coach may be able to recommend a teacher/set of teachers for you to contact for this project. These teachers will have to share their confidential student data with you virtually. (All student data will remain confidential.) I will provide you with a guide that will help in conducting the needs analysis.

2. Based on your analysis of the data collected, you will engage in developing a tentative action plan aimed at improving instructional practices, which will eventually enhance student literacy achievement outcomes in their school.

BOTH PLAN A & PLAN B: For purposes of this project, you will have the option of completing this project with a classmate if schedules and circumstances permit. You can share the same data collected, but you must develop your own Needs Analysis and Professional Development Plan. You will also have the option of limiting the needs analysis and professional learning plan to a single teacher in a particular grade, a group of teachers in a particular grade or grade bands, or an entire school or district depending upon your needs, expertise, and teaching or coaching experience.

You should plan on spending approximately 40 clock hours in completing both tasks (i.e., needs analysis and professional learning plan) of this project. ****Keep track of the amount of time and effort devoted to the completion of this project (i.e., interview the teacher/teachers, completing the needs analysis, collecting student data, analyzing the data, developing the professional development plan, writing the report).** Use a log into which you enter each day's clock time, hours' total, and task. ****** I will provide you with a timesheet to keep track of your hours.

Write a report (1000-1500 words) describing the project in terms of processes (what was done and how) and products (what was accomplished), particularly as they related to the literacy needs analysis and professional development plan. Prepare the report so that it can be shared with your school principal and/or fellow teachers within the school. Organize your report around the following headings:

1. **Project Overview:** Identify if you chose PLAN A or PLAN B and why you chose this PLAN. Describe the purpose of the project. What you did to complete it and how?
2. **Literacy Needs Analysis:** Describe the steps involved in conducting the literacy needs analysis that enabled you to determine strengths, challenges, and needs. Such steps may involve review of student literacy achievement outcomes data, examination of school-adopted core reading curriculum materials, interviews with school administrators, etc.
3. **Proposed Professional Development Plan:** Describe your proposed professional development plan for your selected teacher, group of teachers, school. In developing professional learning plans, literacy coaches often use what they know about current research, policy, and best practices relative to enhancing literacy instruction; school characteristics (e.g., student demographics), analysis of student assessment data, and input gleaned from teachers and other school personnel relative to increasing students literacy achievement. The proposed professional development plan which may be shared with the school's leadership should: (a) articulate your vision and action plan for enhancing students' literacy achievement outcomes, (b) be guided and informed by credible literacy coaching models and practices with documented effectiveness, and (c) be realistic with concrete steps and strategies for the school to support and implement it.

The overall goal is to for you to help lead the school in improving all aspects of literacy teaching and to guide them in the implementation and evaluation of the proposed plan of action.

4. **Reflections & Applications:** Reflect on what you have learned about analyzing the needs for literacy and designing a professional development plan as a result of completing this project. Discuss the implications or applications of what you have learned for your own teaching and continuous professional learning.

More specific information and step-by-step guidance in developing ideas for and completing this project will be provided throughout the semester. Also look for sample professional development plans in the Canvas Course Resources.

Project Evaluation Criteria: The criteria for evaluating the final research proposal paper will be based on the extent to which you have adequately described (a) the overall purpose of the project, (b) the steps involved in conducting the literacy audit, (c) the use of data available to develop the proposed professional development action plan for the selected classroom, school, or district; (d) the overall plan for implementation, and evaluation in target settings, and (e) the reflective statement relative to your learning and growth as a literacy leader following completion of this project and course. A project evaluation rubric using these elements will be used to evaluate the merits of the report.

5. Program Portfolio Artifact (QEP) (5 points)

Portfolio Artifact Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your COURSE ARTIFACT assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

1: DESCRIPTION of the COURSE ARTIFACT assignment and how YOU completed it. (One Paragraph)

2: ARGUMENT/RATIONALE for the inclusion of your COURSE ARTIFACT as EVIDENCE of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (I-IV). In other words, what standards and why (how) does your COURSE ARTIFACT PROVE that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

6. TEA PROFESSIONAL TRAINING (Completion)

As a part of this M.Ed. in Reading Program and as an educator and potential future literacy coach, you are required to complete six TEA Professional Training Modules. You will need to set up a free EDUHERO account to complete some of the modules. You can complete them at your own pace, but they all must be completed by the end of the semester. At the end of each module, you will take a module quiz and receive a certificate for successful completion. Save the completion certificates. Once you finish the six modules, or if you have already completed the modules, you can submit your six completion certificates at the end of the semester. **IF YOU CANNOT ACCESS and/or COMPLETE ANY OF THE TRAINING MODULES LET ME KNOW ASAP.** (See Canvas TEA Professional Training Module for access to the training links.)

Evaluation and Grading Guidelines and Criteria: All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

Last day to Withdraw from Course: Friday, November 4

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Online Contributions	15%	15 points	On-going
2. Poll & Post	5%	5 points	Week 1 & 11
2. Coaching Observation/Interview	25%	25 points	Week 9
3. Professional Development Plan	50%	50 points	Week 15
4. Portfolio Artifact	5%	5 Points	Week 16
5. TEA Professional Training	0%	Completion	On-going
Totals	100%	100 points	

Performance Standards

Points	Percent	Grade	Standard
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66-74	66%	D	Below Average
00-65	65% or Below	F	Mediocre

Required Texts, Materials, & Supplies:

1. Shearer, B. A., Carr, D. A., & Vogt, M. (2019). [*Reading specialists and literacy coaches in the real world*](#) (4th ed.). Long Grove, Illinois: Waveland Press, Inc.
2. Knight, J. (2018). [*The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*](#). Thousand Oaks, California: Corwin.
3. Geneva, G. (2018). [*Culturally responsive teaching: Theory, research, and practice*](#) (3rd ed.). New York: Teachers College.
4. Publication Manual of the American Psychological Association: 7th Edition, (2020) [APA 7th Edition](#)

Standards Documents

- a. [*Standards for the Preparation of Literacy Professionals \(2017\)*](#). International Literacy Association.
 - b. [*Specialized Literacy Professionals Matrix by Roles*](#) (2017). International Literacy Association.
 - c. [*Standards for the Preparation of Literacy Professionals 2017 – Free Resources*](#)
5. Assigned Readings & Resources—Most available in electronic format.

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

6. OPTIONAL & HIGHLY RECOMMENDED:

- Knight, J., Knight, J. R., & Carlson, C. (2017). [*The reflection guide to the impact cycle: What instructional coaches should do to foster powerful improvements in teaching*](#). Thousand Oaks, California: Corwin.
7. Additional readings to supplement course content will be selected from various journal publications (see sample journals below), book chapters and reports.
 - a. [*American Educational Research Journals*](#)
 - b. [*Educational Leadership*](#)
 - c. [*Journal of Adolescent and Adult Literacy*](#)
 - d. [*Journal of Educational Psychology*](#)
 - e. [*Journal of Learning Disabilities*](#)
 - f. [*Journal of Literacy Research*](#)
 - g. [*Language Arts*](#)
 - h. [*Reading Research Quarterly*](#)
 - i. [*Tapestry Journal*](#)
 - j. [*The Reading Teacher*](#)

Course Alignment:

Learning Outcomes	Course Topics	Readings & Projects
<p>1. Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.</p>	<ul style="list-style-type: none"> • Standards for Coaching • Models of Coaching • Research-Based Coaching Practices • Coaching Adult Learners 	<ul style="list-style-type: none"> • Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List) • Online Contributions • Literacy Coach Observation & Interview • Portfolio Artifact
<p>2. Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.</p>	<ul style="list-style-type: none"> • Role of Assessment in Coaching • Making Instructional Decisions Based on Data 	<ul style="list-style-type: none"> • Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List) • Online Contributions • Professional Development Plan
<p>3. Apply knowledge and skills gained about literacy coaching research and best practices in the design of professional development programs for individual teachers, grade levels, and schools.</p>	<ul style="list-style-type: none"> • Basics of Professional Development • Observing Literacy Coaches at Work • Providing Professional Support 	<ul style="list-style-type: none"> • Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List) • Online Contributions • Poll & Post • Professional Development Plan • Portfolio Artifact

**READ 5309-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule FALL 2022**

Topical Outline & Schedule: The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

WEEK # MODULE # Begin Date	Activities and Assignments <i>Important: The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice will be given to students for any such changes.</i> START of WEEK: For READ 5309, the start of each week is Monday. This means that materials and the lecture should be posted by Midnight (12:00 a.m.) on each Monday. END of WEEK: All your work is due BY Sunday nights at 11:59pm. This means that each week’s work must be completed and turned in by Sunday night by 11:59pm. It is up to you to organize your time and assignments to accomplish this. EXCEPTION: Week 16 – Last week of Fall 2022 – see below.	DUE DATE
ONGOING	<p align="center"><u>REQUIRED PROFESSIONAL TRAININGS</u></p> <p><u>EDUCATORS’ CODE OF ETHICS</u></p> <ul style="list-style-type: none"> • TEA Teacher Ethics Training – EDUHERO (Login) <ul style="list-style-type: none"> • https://eduhero.net/product.php?id=103 (Save Certificate) <p><u>MENTAL HEALTH, SUBSTANCE ABUSE, & YOUTH SUICIDE</u></p> <ul style="list-style-type: none"> • TEA Mental Health Training – EDUHERO (Login) <ul style="list-style-type: none"> • https://eduhero.net/product.php?id=150 (Save Certificate) • https://eduhero.net/product.php?id=152 (Save Certificate) • https://eduhero.net/product.php?id=156 (Save Certificate) • Substance Abuse Awareness and Prevention (EDUHERO requires a subscription to complete this module. Your District may have a subscription. If they do not, then choose OPTION 2) <ul style="list-style-type: none"> • OPTION 1: https://eduhero.net/product.php?id=391 (Save Certificate) • OPTION 2: There is no certificate. Read the information below and write a one-page summary of the information. <ul style="list-style-type: none"> • What Educators Can Do to Help Prevent Underage Drinking and Other Drug Use 	12/8/21

	<ul style="list-style-type: none"> • Talking to Kids About Alcohol and Other Drugs: 5 Conversation Goals • Prevalence of Use, Abuse, & Dependence • National Institute on Drug Abuse Commonly Used Drugs <ul style="list-style-type: none"> • Suicide Awareness & Prevention (EDUHERO requires a subscription to complete this module. Your District may have a subscription. If they do not, then choose OPTION 2) <ul style="list-style-type: none"> • OPTION 1: https://eduhero.net/product.php?id=181 (Save Certificate) • OPTION 2: Society for the Prevention of Teen Suicide: Making Educators Partners in Youth Suicide Prevention: Act on FACTS You will need to set up an account to have access to the free modules. (Save Certificate) <p><u>SKILLS THAT EDUCATORS ARE REQUIRED TO POSSES & RESPONSIBILITIES THAT EDUCATORS ARE REQUIRED TO ACCEPT</u></p> <ul style="list-style-type: none"> • Standards for Middle and High School Literacy Coaches • TexES Standards for Reading Specialists <p>IF YOU CANNOT ACCESS and/or COMPLETE ANY OF THE TRAINING MODULES LET ME KNOW ASAP.</p>	
<p>Week 1 Module 1 M 8/22</p>	<p><i>Module Focus: What is Coaching?</i></p> <p>READ:</p> <p>- Shearer et al. Textbook: Chapter 1 – Examining the Historical Context for Literacy Instruction.</p> <p>-Article: Gawunde, A. (2011). Personal best: Top athletes and singers have coaches. Should you? <i>The New Yorker</i>.</p> <p>- Article: Knight, J. (2011) What Good Coaches Do? <i>Educational Leadership</i> 69(2), 18-22.</p> <p>-Optional Reading Resources:</p> <ol style="list-style-type: none"> 1. The multiple Roles of School-Based Specialized Literacy Professionals (ILA, 2015) 2. Position Statement: Children's Rights to Excellent Literacy Instruction (ILA, 2019) <p><u>MODULE NOTES:</u></p> <p>-#1: Literacy coaching: A Promising Form of Professional Development</p>	<p>8/28 11:59 pm</p>

	<p>-#2: What is Coaching?</p> <p><u>VIEW:</u> -Video 1: Literacy Coaching in Action: Michelle Renna (2:18) -Video 2: 6 Qualities of a Successful Instructional Coach (7:18)</p> <p><u>WHOLE CLASS DISCUSSIONS:</u> -#1: Meet the Professor & the Course *Student Info. Sheet: Complete and submit in Canvas. -#2: Poll</p>	
<p>Week 2 Module 2 M 8/29</p>	<p><i>Module Focus: Coaching Standards</i></p> <p><u>READ:</u> - Shearer et al. Textbook: Chapter 3 – <i>Forming a Literacy Team and Creating a Literacy Vision</i> - Professional Standards Review</p> <p><u>MODULE NOTES:</u> -Content: Standards for Literacy Coaching</p> <p><u>VIEW:</u> -Video 1: How to Build a Coaching Culture in Your School: 5 Strategies (5:53) -Video 2: 4 Strategies to Work Effectively with Teams as an Instructional coach (11:15)</p> <p><u>WHOLE CLASS DISCUSSION:</u> -Course Texts – Standards, Lecture Notes, & Video</p> <p><u>LITERACY OBSERVATION AND INTERVIEW:</u> -Begin to organize and schedule interview of a literacy coach (Keep track of time.)</p>	<p>9/4 11:59 pm</p>
<p>Week 3 Module 3 M 9/5</p>	<p><i>Module Focus: Models of Literacy Coaching</i></p> <p><u>READ:</u> - Shearer et al. Textbook: Chapter 2 – <i>Serving as an Elementary, Secondary, or District-Level Reading Specialist or Literacy Coach.</i> - Knight Textbook: Chapter 1 – <i>What Does It Mean To Improve?</i></p>	<p>9/11 11:59 pm</p>

	<p>-Article: Ippolit, Dagen, & Bean (2021). Elementary literacy coaching in 2021: What we know and what we wonder.</p> <p><u>MODULE NOTES:</u></p> <p>-Content: Models of Coaching</p> <p><u>VIEW:</u></p> <p>-Video 1: Model Cognitive Coaching (6 minutes)</p> <p>-Video 2: An Introduction to Student Centered Coaching (17:18)</p> <p>-Video 3: What do Instructional coaches Do? 5 Key Roles of an Instructional Coach (4:45)</p> <p>-Video 4: 3 Key Roles of an Instructional Coach: The Difference Between Consultant, Collaborator and Coach (10:07)</p> <p><u>WHOLE CLASS DISCUSSION:</u></p> <p>-Course Texts – Textbook, Lecture Notes, & Videos</p> <p><u>LITERACY OBSERVATION AND INTERVIEW:</u></p> <p>-Video Introduction: Introduce your Literacy Coach. (Keep track of time.)</p>	
<p>Week 4 Module 4 M 9/12</p>	<p><i>Module Focus: Research in Coaching</i></p> <p><u>READ:</u></p> <p>-Knight Textbook: Chapter 2 – Identify: Getting a Clear Picture of Reality</p> <p>-Article: L’Allier, S., Elish-Piper, L. & Bean, R. M. (2010). What matters for elementary literacy coaching? Guiding principles for instructional improvement and student achievement. <i>The Reading Teacher</i>, 63(7), pp. 544-554.</p> <p><u>MODULE NOTES:</u></p> <p>-Content: What Does Research Say about Literacy Coaching?</p> <p><u>VIEW:</u></p> <p>-Video 1: How to Start Coaching Cycles as a New Instructional Coach Webinar (43:30)</p> <p>-Video 2: Mentoring and Supporting New Teachers (New Teacher Center) (4:03)</p> <p><u>WHOLE CLASS DISCUSSION:</u></p>	<p>9/18 11:59 pm</p>

	<p>-Course Texts: Article, Lecture Notes, & Videos</p> <p><u>LITERACY OBSERVATION AND INTERVIEW:</u> -Observation & Interview: Begin to conduct your observation and interview with your Literacy Professional (Keep track of time.)</p>	
<p>Week 5 Module 5 M 9/19</p>	<p><i>Module Focus: Coaching the Adult Learner</i></p> <p><u>READ:</u> - Shearer et al. Textbook: Chapter 11 – Facilitating Change through Collaborative Professional Learning</p> <p>-Knight Textbook: Chapter 3 – Questions to Identify a Peers Goal</p> <p>-Knight Textbook: Instructional Coaches’ Toolkit – Strategies for Enrolling Teachers (pp. 157-165)</p> <p><u>MODULE NOTES:</u> -Content: Coaching Adult Learners</p> <p><u>VIEW:</u> -Video 1: Brene Brown TED Talk: The Power of Vulnerability (20:49)</p> <p>-Video 2: 6 Strategies for Building Successful Coaching Relationships with ALL Teachers (12:06)</p> <p>-Video 3: The Difference Between Working With Adults & Students (7:28)</p> <p><u>WHOLE CLASS DISCUSSION:</u> -Course Texts: Textbook, Lecture Notes, & Videos</p> <p><u>LITERACY OBSERVATION AND INTERVIEW:</u> -Observation & Interview: Continue to conduct your observation and interview with your Literacy Professional (Keep track of time.)</p>	<p>9/25 11:59 pm</p>
<p>Week 6 Module 6 M 9/26</p>	<p><i>Module Focus: Role of Assessment in Coaching</i></p> <p><u>READ:</u> - Shearer et al. Textbook: Chapter 4 – Determining a School’s Literacy Needs and Developing a Plan</p> <p>-Shearer et al. Textbook: Chapter 5 – Matching the Context with Student needs: Assessment as Inquiry</p> <p><u>MODULE NOTES:</u></p>	<p>10/2 11:59 pm</p>

	<p>-Content: The Role of Assessment in Coaching</p> <p><u>VIEW:</u> -Video 1: Instructional coaching: Two ways to do a needs assessment for professional development & coaching (4:52 minutes)</p> <p>-Video 2: Using Data to Support Teacher and Student Growth (4:47)</p> <p><u>WHOLE CLASS DISCUSSION:</u> -Course Texts: Textbook, Lecture Notes, & Videos</p> <p><u>LITERACY OBSERVATION AND INTERVIEW:</u> -Observation & Interview: Continue to conduct your observation and interview with your Literacy Professional (Keep track of time.)</p>	
<p>Week 7 Module 7 M 10/3</p>	<p><i>Module Focus: Data Based Decision Making</i></p> <p><u>READ:</u> -Knight Textbook: Instructional Coaches’ Toolkit – Data-Gathering Tools (pp. 167-188) + <i>Strategies for Assessing Student Attitude</i> (pp. 229-246)</p> <p>-Article: Mokhtari, K., Niederhauser, N., Beschorner, B., & Edwards, P. (2011). F.A.D.: A basic procedure for filtering, analyzing, and diagnosing students’ reading & writing difficulties. <i>The Reading Teacher</i>, 64 (8), 631-635.</p> <p>-Article: Mokhtari, K., Rosemary, C., & Edwards, P. (2007). Making instructional decisions based on data: What, how, and why. <i>The Reading Teacher</i>, 64 (4), 354-359.</p> <p><u>MODULE NOTES:</u> -Content: Data Based Decision Making -Guide: Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide</p> <p><u>VIEW:</u> -Video 1: What is Data-Based Decision Making? (1:41)</p> <p>-Video 2: Using Data: A Coach's Perspective (1:41)</p> <p>-Video 3: How to Use Student Data: Instructional Coach Strategies (2:37)</p> <p><u>LITERACY OBSERVATION AND INTERVIEW:</u> Begin writing your literacy observation and interview report using the final project guidelines listed for this project. (Keep track of time.)</p>	<p>10/9 11:59 pm</p>

	<p><u>SCHOOL WIDE PROFESSIONAL DEVELOPMENT PLAN</u> It is never too early to start thinking about the final project. Preview the School Wide Professional Development Plan Project guidelines. Ideally, make arrangements to conduct Needs Analysis. (Keep track of time.)</p>	
<p>Week 8 Module 8 M 10/10</p>	<p><i>Module Focus: Coaching as Professional Development</i></p> <p><u>READ:</u> - Knigh Textbook: Chapter 4 – Learn</p> <p>-Article: Sailors, M. & Price, L. R. (2010). Professional development that supports the teaching of cognitive reading instruction. <i>Elementary School Journal</i>, 110(3), 301-322.</p> <p><u>MODULE NOTES:</u> -Content: Coaching as Professional Development</p> <p><u>VIEW:</u> -Video 1: How to Lead Effective Professional Development as an Instructional Coach (6:33)</p> <p><u>LITERACY OBSERVATION AND INTERVIEW:</u> Submit a DRAFT of your report on the Discussion Board for at least two of your peers to review and provide you feedback. Likewise, choose at least two of your peers’ posted DRAFT to read and provide feedback. (FINAL DRAFT IS DUE NEXT WEEK.) (Keep track of time.)</p> <p><u>SCHOOL WIDE PROFESSIONAL DEVELOPMENT PLAN</u> Review the School Wide Professional Development Plan Project guidelines. Make arrangements to conduct Needs Analysis. (Keep track of time.)</p>	<p>10/16 11:59 pm</p>
<p>Week 9 Module 9 M 10/17</p>	<p><i>Module Focus: Observing Literacy Coaches at Work</i></p> <p><u>READ:</u> - Shearer et al. Textbook: Chapter 6 – Differentiating Instruction to Meet Learners’ Needs: Framing Literacy Differentiation and Intervention</p> <p style="text-align: center;">PLUS CHOOSE & READ ONE CHAPTER BELOW BASED ON YOUR SPECIFIC NEEDS & INTERESTS</p> <p>- Shearer et al. Textbook: Chapter 8– Implementing a Comprehensive Literacy Program in the Elementary School</p>	<p>10/23 11:59 pm</p>

	<p>-Shearer et al. Textbook: Chapter 9 – <i>Implementing a Comprehensive Literacy Program in Middle and Secondary Schools</i></p> <p><u>VIEW:</u> -Video Lecture: 7 Success Factors for Instructional Coaches with Jim Knight (40.25 minutes)</p> <p><u>LITERACY OBSERVATION AND INTERVIEW:</u> -Final Report Due: Sunday, October 23rd by 11:59 pm (Turn in your Timesheet.)</p> <p><u>SCHOOL WIDE PROFESSIONAL DEVELOPMENT PLAN</u> Review the School Wide Professional Development Plan Project guidelines. Make arrangements to conduct Needs Analysis. (Keep track of time.)</p>	
<p>Week 10 Module 10 M 10/24</p>	<p><i>Module Focus: Observing Literacy Coaches at Work: Designing Instruction</i></p> <p><u>READ:</u> - Shearer et al. Textbook: Chapter 7 – <i>Aspects of Second Language Acquisition and Culture</i></p> <p>- Geneva Textbook: Chapter 7 – <i>A Personal Case of Culturally Responsive Teaching Praxis</i></p> <p>-Knight Textbook: <i>Instructional Coaches’ Toolkit – Instructional Playbook</i> (pp. 189-228)</p> <p><u>MODULE NOTES:</u> -Content: Planning Instruction</p> <p><u>VIEW:</u> -Video 1: What Should a Coach Do in the First Few Weeks of School? (7:09)</p> <p>-Video 2: 8 Strategies To Start the New Year Right, As An Instructional Coach (10:16)</p> <p>-Video 3: Literacy Coaching (3.41 minutes)</p> <p>-Video 4: Office Chat: Literacy Coaching at the Middle & Secondary Levels Part 1 of 2 (7.56)</p> <p>-Video 5: Office Chat: Literacy Coaching at the Middle & Secondary Levels Part 2 of 2 (9.50)</p>	<p>10/30 11:59 pm</p>

	<p><u>SCHOOL WIDE PROFESSIONAL DEVELOPMENT PLAN</u> Begin work on your Needs Analysis. (Keep track of time.)</p>	
<p>Week 11 Module 11 M 10/31</p> <p>LAST DAY TO WITHDRAW 11/4</p>	<p><i>Module Focus: Effective Coaching – Implementing the Coaching Cycle</i></p> <p><u>READ:</u> - Knigh Textbook: Chapter 5 – <i>Improve</i></p> <p><u>MODULE NOTES:</u> -#1: Effective Coaching Conversations -#2: Implementing the Coaching Cycle</p> <p><u>VIEW:</u> -Video 1: What is an instructional coaching cycle? (6:31) -Video 2: How to Have Effective Coaching Conversations (5:51)</p> <p><u>SCHOOL WIDE PROFESSIONAL DEVELOPMENT PLAN</u> Continue work on your Needs Analysis and the project as a whole. Zero in on a literacy-related problem (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, etc.). Then, begin to draft your Needs Analysis. You will collect documents (data) to help with your needs analysis. (Keep track of time.)</p> <p>Post: Modeling Video Library Based on the literacy-related problem that you have identified in your needs analysis, choose one instructional literacy strategy to model. Videotape yourself modeling the instructional literacy strategy. (The video should be quick – 5 minutes.) Post your modeling video in Canvas. Likewise, view some of your peers’ modeling videos and provide a quick comment or two.</p>	<p>11/6 11:59 pm</p>
<p>Week 12 Module 12 M 11/7</p>	<p><i>Module Focus: Developing a School Literacy Program</i></p> <p><u>READ:</u> - Shearer et al. Textbook: Chapter 10 – <i>Selecting and Evaluating Instructional Materials and Technology Resources</i></p> <p><u>VIEW:</u> -Sample Professional Development Plans -APA 7 Guidelines</p> <p><u>SCHOOL WIDE PROFESSIONAL DEVELOPMENT PLAN</u> Solidify your plans for your final project. Continue to work on your Needs Analysis and the project as a whole. Continue to draft your Needs Analysis. Identify and make plans to collect data for the Needs</p>	<p>11/13 11:59 pm</p>

	Analysis. Start to analyze the data that you have collected. Begin to develop an Action Plan. (Keep track of time.)	
Week 13 Module 13 M 11/14	<p>Module Focus: <i>Becoming a Successful Literacy Coach</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Shearer et al. Textbook: Chapter 12 – <i>Moving the Field Forward as Leaders and Literacy Advocates</i> - Article: Bean, R., & DeFord, D. Do’s and don’ts for literacy coaches: Advice from the field. <i>Literacy Coaching Clearinghouse</i>. - Article: Collins-Meltzer, T. (2019). How to become a literacy coach: The pros, cons, and requirements. <p>VIEW:</p> <ul style="list-style-type: none"> -Video 1: 15 Surprising Challenges ALL Instructional Coaches Face Mini-Series Part 1: Leadership (5:03) -Video 2: 15 Surprising Challenges ALL Instructional Coaches Face Mini-Series Part 2: Pedagogy (5:55) -Video 3: 15 Surprising Challenges ALL Instruction Coaches Face Mini-Series Part 3: Coaching Skills (6:30) -Video 4: 15 Surprising Challenges All Instructional Coaches Face Mini-Series Bonus (7:31) <p><u>SCHOOL WIDE PROFESSIONAL DEVELOPMENT PLAN</u> Submit a DRAFT of your Professional Development Plan on the Discussion Board for at least two of your peers to review and provide you feedback. Likewise, choose at least two of your peers’ posted DRAFT to read and provide feedback. (FINAL DRAFT IS DUE NEXT WEEK.) (Keep track of time.)</p>	11/20 11:59 pm
Week 14 NO MODULE M 11/21	HAPPY THANKSGIVING	
	Continue to work on your School Wide Professional Development Plan.	
Week 15 Module 15 M 11/28	<p>Module Focus: <i>School Wide Professional Development Plan</i></p> <p><u>SCHOOL WIDE PROFESSIONAL DEVELOPMENT PLAN</u> -Final Professional Development Plan is Due: Sunday, December 4th by 11:59 pm (Turn in your Timesheet.)</p>	12/4 11:59 pm
Week 16	<u>PORTFOLIO ARTIFACT</u>	12/7

<p>LAST WEEK Module 16 M 12/5</p>	<ul style="list-style-type: none"> • First, complete the major assignments for this course. • Second, you will select one or more of those assignments as artifactual evidence of your standards-based professional growth. • Third, you will select ILA and TExES standards that your work exemplifies. • Fourth, you will substantively write both a rationale for inclusion and a reflection on your own learning related to the artifact and the chosen standards. <p><u>PROFESSIONAL DEVELOPMENT</u> ALL CERTIFICATES OF COMPLETION DUE DECEMBER 9TH</p>	<p>11:59 pm</p>
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Important Notes Re: Field-Based Practicum Requirements

Our MEd-Reading program places a great deal of emphasis on fieldwork that enables program graduates to apply knowledge and skills gained in real-world instructional settings. While fieldwork is emphasized to varying degrees across all courses, it is most evident in READ 5306: Literacy Assessment Practicum, READ 5307: Literacy Instruction Practicum, and READ 5309: Foundations of Literacy Coaching.

Our emphasis of field work is consistent with The Texas Administrative Code, which stipulates that each certificate program provide a minimum of 360 hours (200 coursework and 160 hours of field) for the Reading Specialist¹ certificates. Following these guidelines and consistent with the Texas Examination of Educator Standards (TExES) for the preparation of reading teachers and reading specialists we have designed this practicum so that students spend approximately 160 hours engaging in field work that focuses on the identification of reading and writing difficulties using a set of assessments tools, and designing evidence based literacy instruction aimed at addressing these difficulties among struggling readers and writers. The 160 supervised practicum hours required by the Texas Administrative Code are distributed across READ 5306 (Fall semester) and READ 5307 (Spring semester)—See *Practicum Handbook* for more details about the supervised practicum field hours along with guidelines for completing the practicum. Additional field hours required by the program (approximately 60 hours) are completed in partial fulfillment of the requirements for READ 5309: *Foundations of Literacy Coaching* (See READ 5309 Course Syllabus).

¹ Requirements for the preparation of **Reading Specialists** in the State of Texas (Texas Administrative Code, Chapter 239, Subchapter D)

- TAC § 241.10 (b). The Reading Specialist preparation program shall include a field-based practicum whereby candidates must demonstrate proficiency in each of the standards identified in § 42.15 this title.
- TAC 228.35 (b) an educator preparation program shall provide a candidate [for Reading Specialist] with a minimum of 200 clock hours of coursework that is directly aligned to the state standards.
- TAC 228.25 (c) (3) an educator preparation program shall provide a practicum ... for a minimum of 160 clock hours [for Reading Specialist]

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