



READ 5309-060: Foundations of Literacy Coaching (3 Credits)
COURSE SYLLABUS
Fall 2025

This is an online, asynchronous course that includes two or more synchronous sessions.

Important Dates

Classes begin Monday August 25, 2025.
 Last day to withdraw from a course is Monday November 3, 2025.
 Final exams week is December 8 –12, 2025.
 Fall Commencement is December 12-13, 2025

Refer to the [Academic Calendar](#) for more details.

A. Instructor

Name: Kouider Mokhtari, Ph.D., Anderson-Vukelja-Wright Endowed Professor
 Profile: Visit this [link](#) to learn more about Dr. Mokhtari's academic background, research, and publications.
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 Office Phone: (903) 566-7177
 Office Hours: Thurs (4:00-5:30 p.m.) Or by appointment using Zoom.

B. Course Description

This course introduces the foundational principles of literacy coaching, including the roles, responsibilities, and practices of effective literacy coaches. Through study and active engagement, students will participate in authentic, field-based literacy coaching work within PreK–12 clinical and/or school settings.

C. Knowledge Base(s) and Rationale

This course emphasizes building foundational coaching knowledge, developing collaborative relationships, supporting teacher growth, and promoting evidence-based literacy instruction across PreK–12 settings. Course content is informed by current research, policy, and practice, offering complementary perspectives that support the preparation of reading specialists, literacy coaches, and instructional leaders. Topics draw from interrelated fields such as adult learning, professional development, teacher quality and effectiveness, student achievement, and school improvement.

Course content is aligned with the following professional standards for the preparation of literacy 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)

Important Note Regarding Field-Based Practicum Requirements

The MEd–Reading program places strong emphasis on meaningful fieldwork that allows candidates to apply the knowledge and skills developed throughout the program in real-world instructional settings. This emphasis on field-based experience aligns with the Texas Administrative Code, which requires a minimum of *360 total hours* for Reading Specialist certification, *200 hours of coursework* and *160 hours of supervised fieldwork*.

D. Student Learning Outcomes (SLOs)

Upon successful completion of this course, students will be able to:

1. Demonstrate a foundational understanding of current research, models, and frameworks that inform effective literacy coaching practices in school settings.
2. Use assessment data to make informed decisions that support both instructional planning and coaching strategies.
3. Design and apply professional development initiatives based on literacy coaching research and best practices, tailored to support individual teachers, grade-level teams, and whole-school improvement efforts.

Standards Matrix

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Demonstrate a foundational understanding of current research, models, and frameworks that inform effective literacy coaching practices in school settings.	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 TExES: Standard IV TES: 6:Cii TSBECS:IV(4.11s) InTASC: 9 CCRS: IIA(2)(11)

2. Use assessment data to make informed decisions that support both instructional planning and coaching strategies.	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 TExES: Standard IV TES: 6:Cii InTASC: 6
3. Design and apply professional development initiatives based on literacy coaching research and best practices, tailored to support individual teachers, grade-level teams, and whole-school improvement efforts.	Course Readings Professional Development Plan	Literacy Coaching Observation & Interview Professional Development Plan Online Discussions Portfolio Artifact	ILA: 2.3, 2.4, 3.3, 6.2, 6.3, 7.2, 7.3 TExES: Standard IV TES: 6:Cii TPG: viii ISTE: 2.4 InTASC:10 CCRS: VA(2), VB(1)(3) VC(1)

Course Performance Evaluation

Student performance in this course will be evaluated based on the total number of points accumulated from all assessments, including online discussions, projects, and other class assignments and activities. Each assignment and project listed below is intentionally designed to contribute in distinct yet complementary ways toward achieving the stated course objectives.

1. Online Engagement Contributions (15 points)

Throughout the semester, you will be expected to actively engage in online assignments and activities designed to strengthen your ability to critically read, synthesize, and interpret literacy coaching research, policy and practice, as well as participate in related literacy coaching-related inquiries. Your contributions to these online activities are a significant part of your course grade and an essential component of our shared learning experience.

Active and thoughtful participation enhances both your own learning and that of your peers. In evaluating your engagement, I will consider not only the timely completion of assignments but also the quality of your contributions, including your ability to connect ideas, raise critical questions, and apply course concepts to your developing role as a literacy specialist or coach.

Online Discussion Assignment Timeline

Please note that all online discussions must be completed during the week they are assigned. Late discussion responses will not be accepted and will receive no credit. Be sure to participate on time to stay engaged and earn full credit.

While the primary goal of online discussions is to explore key ideas and issues in the assigned readings, you are expected to move beyond summary. Use the following guiding questions to deepen your responses:

- What are the main points or issues raised in the assigned reading(s)?
- What are the strengths and limitations of the arguments, perspectives, or solutions provided?
- In what ways can the insights acquired from the readings inform and strengthen your effectiveness as a literacy specialist or coach?

High-quality engagement includes:

- Completing readings thoughtfully and on time.
- Posing and responding to critical questions.
- Collaborating with peers in online discussions.
- Applying ideas to your own professional work setting.

Evaluation Criteria:

- 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

A *rubric* based on these evaluation elements will be used to assess your engagement contributions.

2. Literacy Coaching Observation & Interview (25 points)

This assignment offers you the opportunity to explore the roles and responsibilities of a literacy coach within a school setting. Based on your current teaching situation, choose either **PLAN A** (for teachers in a physical classroom) or **PLAN B** (for teachers not currently teaching face-to-face).

PLAN A – In-Person Classroom

If you're currently teaching in a school, identify a literacy coach in your school or district to work with throughout the semester. If no literacy coach is available, you may select a reading specialist, teacher leader, principal, or central office staff member responsible for improving student literacy outcomes.

Your tasks:

1. *Interview* the literacy coach using a provided interview guide to help structure your questions and responses.

2. *Observe* the coach during three or more work sessions over the semester. Ideally, observe them performing a variety of roles, such as:
 - Leading professional development
 - Addressing curriculum or assessment issues related to literacy
 - Supporting teachers with instructional practices

PLAN B – Virtual Participation

If you are not currently teaching face-to-face, you will complete the assignment remotely.

Your tasks:

1. *Interview a literacy coach* in person, via phone, email, or video conferencing using the provided guide.
2. *Virtual Observation – “A Day in the Life”*: Watch video clips and review daily schedules provided by the course instructor to observe literacy coaches in action, focusing on the same types of roles listed in PLAN A.

For Both Plans A & B

- Expect to spend approximately *20 hours* completing the full project (interview, transcription, observations, report writing, etc.).
- Use the provided *timesheet* to document your time and effort.

Literacy Coaching Observation & Interview Report Guidelines (750–1000 words)

Prepare a report suitable for sharing with your school principal and colleagues. Organize your report under the following headings:

1. *Project Overview*: State whether you selected PLAN A or PLAN B and explain your choice. Describe the purpose of the project, what steps you took to complete it, and how.
2. *Project Findings*: Summarize the key findings from your interview and observations. Analyze these findings considering current research and best practices in literacy coaching, particularly how coaches support instructional improvement and student achievement.
3. *Reflections & Applications*: Reflect on your main takeaways. Discuss how the experience informs your own teaching practice and future professional growth.

Evaluation Criteria

- Accurate documentation of time and effort
- Clear, organized presentation of project description, findings, and reflections
- High-quality writing and professionalism in presentation

A *rubric* based on these elements will be used to assess your literacy coaching observation and interview report.

3. Designing a School-Wide Professional Development Plan (50 points)

This semester-long, field-based project gives you the opportunity to engage in a core aspect of literacy coaching: designing and developing a school-wide professional development (PD) plan. Based on your current teaching situation, choose either **PLAN A** (for teachers in a physical classroom) or **PLAN B** (for teachers not currently teaching face-to-face).

PLAN A – In-Person Classroom

You will complete two related tasks:

1. *Conduct a Literacy Needs Analysis.* Collaborate with one or more teachers in your school to assess professional development needs in literacy instruction. All student data must remain confidential. A guide will be provided to support your analysis.
2. *Develop a Tentative Action Plan.* Based on the needs analysis, create a professional development plan focused on improving instructional practices and student literacy outcomes.

PLAN B – Virtual Classroom

You will also complete two related tasks:

1. *Conduct a Literacy Needs Analysis Remotely.* Contact one or more teachers (via phone, email, or video conferencing) to conduct the needs analysis. If you don't have access to teachers, your literacy coach may help connect you with someone. All student data shared must remain confidential. A guide will be provided.
2. *Develop a Tentative Action Plan.* Use your data analysis to create a professional development plan aimed at improving literacy instruction and student outcomes in the selected teacher's school.

Guidelines for Both Plans

- You may work with a classmate if schedules align. You can share data but must complete your *own* analysis and PD plan.
- You may focus your project on a single teacher, a specific grade level or grade band, or an entire school/district, depending on your context and experience.
- Expect to spend approximately *40 hours* completing the project (needs analysis, data collection and analysis, action plan development, and report writing).
- Track your time using the provided timesheet, logging date, hours worked, and task completed.

Professional Development Plan Report (1000–1500 words)

Your *Professional Development Plan* report should clearly describe the process (what you did and how) and the products (your findings and proposed plan). It should be professional and suitable for sharing with school leadership or colleagues.

Organize your report using the following headings:

1. *Project Overview. State whether you chose PLAN A or PLAN B and explain your choice. Describe the project's purpose, what you did, and how you completed each part.*
2. *Literacy Needs Analysis. Detail the steps taken to identify strengths, challenges, and needs in literacy instruction. This may include reviewing student achievement data, curriculum materials, and/or interviews with teachers or administrators.*
3. *Proposed Professional Development Plan. Describe your professional development plan, including:*
 - Your *vision and action plan* to improve student literacy outcomes
 - Alignment with current research, best practices, and effective coaching models
 - Consideration of school context (e.g., demographics, assessment data, staff input)
 - *Concrete, realistic steps* for implementation and school-level support

The plan should position you as a literacy leader capable of guiding implementation and evaluation.
4. *Reflections & Applications. Reflect on what you learned about conducting a literacy needs analysis and designing a professional development plan. Discuss how this project informs your own teaching practice and professional growth.*

Project Evaluation Criteria

Your report will be evaluated on the extent to which it demonstrates:

- A clear purpose and project description
- A thorough and well-documented needs analysis
- Effective use of data to develop the PD plan
- A feasible, well-articulated implementation and evaluation strategy
- Insightful reflection on your learning and development as a literacy leader

A *rubric* based on these elements will be used to assess your final professional development plan.

4. MEd-Reading Program Portfolio Artifact (QEP) (5 points)

Portfolio Artifact Description

This assignment is designed to ensure that you successfully and competently develop your Program Portfolio, which serves as a culminating demonstration of how your work throughout the program has prepared you to become a literacy leader. The portfolio provides clear evidence, aligned with both state and national standards, of your growth and readiness in the field of literacy education.

As you are aware, successful completion and presentation of your portfolio is a graduation requirement for the Master of Education in Reading program at UT Tyler. Building your portfolio is an ongoing, developmental process that spans the entirety of your coursework. In each course, including this one, you will: (1) select an artifact from the work you completed during the current semester; (2) choose one ILA (International Literacy Association) national standard and one TExES state standard for Reading Specialists that your artifact demonstrates mastery of; (3) write a description of the course artifact; and (4) provide a rationale for its inclusion in your portfolio.

Portfolio Artifact Narrative Instructions

You will write one portfolio entry for your end-of-program portfolio that corresponds to your selected *Course Artifact Assignment*. Your entry will consist of two well-developed paragraphs (at least six sentences each):

1. Description Paragraph – Provide a detailed explanation of the Course Artifact assignment and describe how you completed it.
2. Justification/Rationale Paragraph. Justify the inclusion of your Course Artifact as evidence of meeting one selected ILA Standard (1–7) and one selected TExES Standard (I–IV). Clearly identify the standards you selected and explain how your artifact demonstrates your competence in these areas. Support your rationale with specific elements from your project, explicitly linking them to the chosen standards to make a compelling case for inclusion in your portfolio.

5. TEA Professional Training

As part of the M.Ed. in Reading program, and in preparation for your role as an educator and potential future literacy coach, you are required to complete six *TEA Professional Training Modules*. Some of these modules will require you to create a free *EDUHERO* account. The modules may be completed at your own pace, but *all six must be completed by the end of the semester*.

At the end of each module, you will take a quiz and receive a *certificate of completion*. Be sure to *save each certificate* as proof of successful completion. Once all six modules have been completed or if you have already completed them, you will *submit all six certificates* by the due date of November 3 as your official documentation.

IMPORTANT: If you experience any issues accessing or completing any of the training modules, notify your instructor as soon as possible.

Note: Refer to the *Canvas TEA Professional Training Module* for access to all training links.

Course Evaluation Criteria and Grading Guidelines:

All written work should follow these formatting and style requirements:

- Typed, double-spaced
- 12-point Times New Roman font
- One-inch margins
- Pages numbered and properly labeled
- Proofread and edited for grammar and clarity

Your final course grade will be determined based on the completion of each course project, including online engagement, the coaching interview, professional development plan, portfolio artifact, and successful completion of the TEA professional development modules.

Projects, Points, and Due dates

Class Projects	Weight	Points	Due Dates
1. Online Engagement Contributions	15%	15 points	On-going
2. Literacy Coaching Observation/Interview	25%	25 points	Oct. 20, 2025
3. Professional Development Plan	50%	50 points	Dec. 1, 2025
4. MEd-Reading Portfolio Artifact	5%	05 Points	Dec. 8, 2025
5. TEA Professional Training	5%	05 points	Nov. 3, 2025
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%	F	Mediocre

Required Texts and Supplemental Readings**Required Texts**

The following texts are required and will be used to support class lectures, discussions, and activities.

- Ippolito, J., & Bean, R. M. (2024). *The power of instructional coaching in context: A systems view for aligning content and coaching*. Guilford Press.
- Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, California: Corwin.
- Geneva, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.
- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).
- International Literacy Association. (2017). *Standards for the Preparation of Literacy Professionals*. (Free resource).

Optional and 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.

Supplementary Readings

Additional readings to support course lectures, discussions, and activities will be assigned based on the topics covered throughout the course. Most of these readings will be available online and will be drawn from books, reports, and academic journals such as the following:

1. *American Educational Research Journals*
2. *Educational Leadership*
3. *Journal of Adolescent and Adult Literacy*
4. *Journal of Educational Psychology*
5. *Journal of Learning Disabilities*
6. *Journal of Literacy Research*
7. *Language Arts*
8. *Reading Research Quarterly*
9. *The Reading Teacher*

Note About Textbook Purchases

Students are not obligated to purchase textbooks from a university-affiliated bookstore. Required texts may also be available through independent or online retailers.

Course Outcomes, Topics, Readings, and Projects Alignment

Learning Outcomes	Course Topics	Readings & Projects
1. Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.	<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, and journal articles, and other sources (See reference List) • Online Contributions • Literacy Coach Observation & Interview • Portfolio Artifact
2. Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.	<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, and journal articles, and other sources (See reference List) • Online Contributions • Professional Development Plan
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.	<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, and journal articles, and other sources (See reference List) • Online Contributions • Professional Development Plan • Portfolio Artifact

**Course Content, Reading Assignments, and Due Dates
Tentative Calendar**

This tentative course calendar may change based on the course's focus on wide reading, reflection, and critical inquiry. Class sessions and modules will be adjusted as needed to align with the progress toward each session's objectives.

Week # Module # Begin Date	Activities and Assignments Important: The instructor reserves the right to modify or adjust any assignments and/or due dates as needed for the benefit of the class. Ample notice will be provided for any changes. Start of the Week: For READ 5309, each week begins on Monday. All materials and the lecture will be posted by 12:00 a.m. (midnight) on Mondays. End of the Week: All assignments are due by 11:59 p.m. on Sunday . This means that all work for the week must be completed and submitted by Sunday night at 11:59 p.m. It is your responsibility to manage your time and complete assignments by this deadline. Exception: Week 15 (Finals week), please see specific instructions.	DUE DATE
August 25- November 3	<p style="text-align: center;">REQUIRED PROFESSIONAL TRAINING</p> <p>EDUCATORS' CODE OF ETHICS</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>MENTAL HEALTH, SUBSTANCE ABUSE, & YOUTH SUICIDE</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 • Talking to Kids About Alcohol and Other Drugs: 5 Conversation Goals • Prevalence of Use, Abuse, & Dependence • National Institute on Drug Abuse Commonly Used Drugs 	11/3/25

	<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: <u>Society for the Prevention of Teen Suicide: Making Educators Partners in Youth Suicide Prevention: Act on FACTS</u> You will need to set up an account to have access to the free modules. (Save Certificate) <p>SKILLS THAT EDUCATORS ARE REQUIRED TO POSSES & RESPONSIBILITIES THAT EDUCATORS ARE REQUIRED TO ACCEPT</p> <ul style="list-style-type: none"> • <u>Standards for Middle and High School Literacy Coaches</u> • <u>TEXES Standards for Reading Specialists</u> <p>IF YOU CANNOT ACCESS and/or COMPLETE ANY OF THE TRAINING MODULES LET ME KNOW ASAP.</p>	
<p>Week 1 Module 1 M 8/25</p>	<p>Module Focus: <i>What is Coaching?</i> READ - Ippolio & Bean Textbook: Chapter 1 – Content and Context Matter: <i>Coaching Doesn't Happen in a Vacuum.</i></p> <p>-Article: <u>Gawunde, A. (2011). Personal best: Top athletes and singers have coaches. Should you? <i>The New Yorker</i>.</u> - Article: <u>Knight, J. (2011) What Good Coaches Do? <i>Educational Leadership</i> 69(2), 18-22.</u></p> <p>-Optional Reading Resources:</p> <ol style="list-style-type: none"> 1. <u>The multiple Roles of School-Based Specialized Literacy Professionals</u> (ILA, 2015). 2. <u>Position Statement: Children's Rights to Excellent Literacy Instruction</u> (ILA, 2019). <p>MODULE NOTES: -#1: Literacy coaching: A Promising Form of Professional Development -#2: What is Coaching? VIEW: -Video 1: <u>Literacy Coaching in Action: Michelle Renna</u> (2:18) -Video 2: <u>6 Qualities of a Successful Instructional Coach</u> (7:18)</p> <p>WHOLE CLASS DISCUSSIONS: -#1: Meet the Professor & the Course *Student Info. Sheet: Complete and submit in Canvas.</p>	<p>9/1 11:59 pm</p>
<p>Week 2 Module 2 M 9/1</p>	<p>Module Focus: <i>Coaching Standards</i> READ: - Ippolio & Bean Textbook: Chapter 2 – Seeing the Systems at Work in Schools: <i>The First Step to Building and Sustaining a Culture of Coaching</i> - Professional Standards Review</p> <p>MODULE NOTES:</p>	<p>9/8 11:59 pm</p>

	<p>-Content: Standards for Literacy Coaching</p> <p>VIEW: -Video 1: <u>How to Build a Coaching Culture in Your School: 5 Strategies</u> (5:53) -Video 2: <u>4 Strategies to Work Effectively with Teams as an Instructional coach</u> (11:15)</p> <p>WHOLE CLASS DISCUSSION: -Course Texts – Standards, Lecture Notes, & Video</p> <p>LITERACY OBSERVATION AND INTERVIEW. Begin organizing and scheduling your interview with a literacy coach. Be sure to track your time throughout this process.</p>	
<p>Week 3 Module 3 M 9/8</p>	<p>Module Focus: <i>Models of Literacy Coaching</i></p> <p>READ: - Ippolio & Bean Textbook: Chapter 3 – <i>The Instructional Core: Identifying the What and Why of Coaching.</i> - Knight Textbook: Chapter 1 – <i>What Does It Mean To Improve?</i> -Article: Ippolit, Dagen, & Bean (2021). Elementary literacy coaching in 2021: What we know and what we wonder.</p> <p>MODULE NOTES: -Content: Models of Coaching VIEW: -Video 1: <u>Model Cognitive Coaching</u> (6 minutes) -Video 2: <u>An Introduction to Student Centered Coaching</u> (17:18) -Video 3: <u>What do Instructional coaches Do? 5 Key Roles of an Instructional Coach</u> (4:45) -Video 4: <u>3 Key Roles of an Instructional Coach: The Difference Between Consultant, Collaborator and Coach</u> (10:07)</p> <p>WHOLE CLASS DISCUSSION: -Course Texts – Textbook, Lecture Notes, & Videos</p> <p>LITERACY OBSERVATION AND INTERVIEW. Introduce your Literacy Coach in the video. Remember to track your time during this process.</p>	<p>9/15 11:59 pm</p>
<p>Week 4 Module 4 M 9/15</p>	<p>Module Focus: <i>Research in Coaching</i></p> <p>READ: - Ippolio & Bean Textbook: Chapter 4 – <i>Supporting the Implementation and Sustainability of the Instructional Core</i> -Knight Textbook: Chapter 2 – <i>Identify: Getting a Clear Picture of Reality</i> -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>MODULE NOTES: -Content: What Does Research Say about Literacy Coaching?</p> <p>VIEW:</p>	<p>9/22 11:59 pm</p>

	<p>-Video 1: <u>How to Start Coaching Cycles as a New Instructional Coach Webinar</u> (43:30)</p> <p>-Video 2: <u>Mentoring and Supporting New Teachers (New Teacher Center)</u> (4:03)</p> <p>WHOLE CLASS DISCUSSION:</p> <p>-Course Texts: Article, Lecture Notes, & Videos</p> <p>LITERACY OBSERVATION AND INTERVIEW. Begin conducting your observation and interview with your Literacy Professional. Be sure to track your time throughout this process.</p>	
<p>Week 5 Module 5 M 9/22</p>	<p>Module Focus: <i>Coaching the Adult Learner</i></p> <p>READ:</p> <p>- Ippolio & Bean Textbook: Chapter 5 – <i>Designing a Coaching Program That Works for Your School and District</i></p> <p>- Knight Textbook: Chapter 3 – <i>Questions to Identify a Peers Goal</i></p> <p>- Knight Textbook: Instructional Coaches’ Toolkit – <i>Strategies for Enrolling Teachers</i> (pp. 157-165)</p> <p>MODULE NOTES:</p> <p>-Content: Coaching Adult Learners</p> <p>VIEW:</p> <p>-Video 1: <u>Brene Brown TED Talk: <i>The Power of Vulnerability</i></u> (20:49)</p> <p>-Video 2: <u>6 Strategies for Building Successful Coaching Relationships with ALL Teachers</u> (12:06)</p> <p>-Video 3: <u>The Difference Between Working With Adults & Students</u> (7:28)</p> <p>WHOLE CLASS DISCUSSION:</p> <p>-Course Texts: Textbook, Lecture Notes, & Videos</p> <p>LITERACY OBSERVATION AND INTERVIEW. Continue conducting your observation and interview with your Literacy Professional. Be sure to track your time throughout this process.</p>	<p>9/29 11:59 pm</p>
<p>Week 6 Module 6 M 9/29</p>	<p>Module Focus: <i>Role of Assessment in Coaching</i></p> <p>READ - Ippolio & Bean Textbook: Chapter 6 - <i>Defining Roles and Responsibilities to Support Coaching Programs and Processes</i> –</p> <p>MODULE NOTES:</p> <p>-Content: The Role of Assessment in Coaching</p> <p>VIEW:</p> <p>-Video 1: <u>Instructional coaching: Two ways to do a needs assessment for professional development & coaching</u> (4:52 minutes)</p> <p>-Video 2: <u>Using Data to Support Teacher and Student Growth</u> (4:47)</p> <p>WHOLE CLASS DISCUSSION:</p> <p>-Course Texts: Textbook, Lecture Notes, & Videos</p> <p>LITERACY OBSERVATION AND INTERVIEW. Continue conducting your observation and interview with your Literacy Professional. Be sure to track your time throughout this process.</p>	<p>10/6 11:59 pm</p>

<p>Week 7 Module 7 M 10/6</p>	<p>Module Focus: <i>Data Based Decision Making</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Ippolio & Bean Textbook: Chapter 7 – Differentiating Coaching Moves to Support Coaching Programs and Processes -Knight Textbook: Instructional Coaches’ Toolkit – Data-Gathering Tools (pp. 167-188) + <i>Strategies for Assessing Student Attitude</i> (pp. 229-246) -Article: Mokhtari, K., Niederhauser, N., Beschorner, B., & Edwards, P. (2011). <u>F.A.D.: A basic procedure for filtering, analyzing, and diagnosing students’ reading & writing difficulties. <i>The Reading Teacher</i>, 64 (8), 631-635.</u> -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>MODULE NOTES:</p> <ul style="list-style-type: none"> -Content: Data Based Decision Making -Guide: Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User-Friendly Guide <p>VIEW:</p> <ul style="list-style-type: none"> -Video 1: <u>What is Data-Based Decision Making?</u> (1:41) -Video 2: <u>Using Data: A Coach’s Perspective</u> (1:41) -Video 3: <u>How to Use Student Data: Instructional Coach Strategies</u> (2:37) <p>LITERACY OBSERVATION AND INTERVIEW. Begin drafting your literacy observation and interview report, following the final project guidelines provided for this task. Remember to track your time as you work through the process.</p> <p>SCHOOL-WIDE PROFESSIONAL DEVELOPMENT PLAN. Start developing your professional development plan. Review the guidelines for the School-Wide Professional Development Plan Project and plan the next steps for conducting your Needs Analysis. Be sure to track your time throughout.</p>	<p>10/13 11:59 pm</p>
<p>Week 8 Module 8 M 10/13</p>	<p>Module Focus: <i>Coaching as Professional Development</i></p> <p>READ:</p> <ul style="list-style-type: none"> - Ippolio & Bean Textbook: Chapter 8 – Stepping Back to See the Bigger Picture -Knight Textbook: Chapter 4 – Learn -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>MODULE NOTES:</p> <ul style="list-style-type: none"> -Content: Coaching as Professional Development <p>VIEW: -Video 1: <u>How to Lead Effective Professional Development as an Instructional Coach</u> (6:33)</p> <p>LITERACY OBSERVATION AND INTERVIEW. Submit a draft of your report to the Discussion Board for at least two peers to review and provide feedback. In return, select at least two peer drafts to read and offer constructive feedback. Final draft is due on October 20. Be sure to track your time throughout the process.</p>	<p>10/20 11:59 pm</p>

	SCHOOL-WIDE PROFESSIONAL DEVELOPMENT PLAN. Review the guidelines for the school-wide Professional Development Plan project. Proceed with conducting your Needs Analysis. Be sure to track your time during this process.	
Week 9 Module 9 M 10/20	<p>Module Focus: <i>Observing Literacy Coaches at Work</i></p> <p>READ: - Ippolio & Bean Textbook: Chapter 9 – <i>District, School, and Community Levers to Support the Context of Coaching</i></p> <p>VIEW: -Video Lecture: <u>7 Success Factors for Instructional Coaches with Jim Knight</u> (40.25 minutes)</p> <p>LITERACY OBSERVATION AND INTERVIEW: -Final Report Due: Sunday, October 20th by 11:59 pm (Turn in your Timesheet.)</p> <p>SCHOOL-WIDE PROFESSIONAL DEVELOPMENT PLAN. Review the guidelines for the School-Wide Professional Development Plan Project. Begin planning the conduct of your Needs Analysis. Remember to track your time throughout the process.</p>	10/27 11:59 pm
Week 10 Module 10 M 10/27	<p>Module Focus: <i>Observing Literacy Coaches at Work: Designing Instruction</i></p> <p>READ - Ippolio & Bean Textbook: Chapter 10 – <i>Sustaining a Healthy System for Coaching: The Need for Support and Pressure</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>MODULE NOTES: -Content: Planning Instruction</p> <p>VIEW: -Video 1: <u>What Should a Coach Do in the First Few Weeks of School?</u> (7:09) -Video 2: <u>8 Strategies To Start the New Year Right, As An Instructional Coach</u> (10:16) -Video 3: <u>Literacy Coaching</u> (3.41 minutes) -Video 4: <u>Office Chat: Literacy Coaching at the Middle & Secondary Levels Part 1 of 2</u> (7.56) -Video 5: <u>Office Chat: Literacy Coaching at the Middle & Secondary Levels Part 2 of 2</u> (9.50)</p> <p>SCHOOL-WIDE PROFESSIONAL DEVELOPMENT PLAN. Begin drafting the outcomes of your Needs Analysis. Be sure to track your time throughout the process.</p>	11/3 11:59 pm
Week 11 Module 11 M 11/3 LAST DAY TO WITHDRAW 11/3	<p>Module Focus: <i>Effective Coaching – Implementing the Coaching Cycle</i></p> <p>READ - Knight Textbook: Chapter 5 – <i>Improve</i></p> <p>MODULE NOTES: -#1: Effective Coaching Conversations -#2: Implementing the Coaching Cycle</p> <p>VIEW: -Video 1: <u>What is an instructional coaching cycle?</u> (6.31) -Video 2: <u>How to Have Effective Coaching Conversations</u> (5:51)</p>	11/10 11:59 pm

	<p>SCHOOL-WIDE PROFESSIONAL DEVELOPMENT PLAN. Continue refining your Needs Analysis and progress on the overall project. Focus specifically on a literacy-related challenge—such as phonemic awareness, phonics, fluency, vocabulary, comprehension, or another key area. Begin drafting your Needs Analysis, incorporating relevant data and documents to support your findings. Remember to track the time spent throughout this process for accurate documentation.</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>TEA Professional Training. Submit all six certificates by the due date of November 3 as your official documentation.</p>	
<p>Week 12 Module 12 M 11/10</p>	<p>Module Focus: <i>Developing a School Literacy Program</i> READ - Ippolio & Bean Textbook: Chapter 11 – <i>A Final Note: Why the Content and Coaching in Context Framework Matters for Coaches and Schools</i> VIEW -Sample Professional Development Plans -APA 7 Guidelines</p> <p>SCHOOL-WIDE PROFESSIONAL DEVELOPMENT PLAN. Finalize your plans for the final project. Continue refining your Needs Analysis and progressing on the overall project. Begin drafting and expanding your Needs Analysis. Identify the types of data you'll need and create a plan for collection. Start analyzing the data you've gathered so far and begin developing an actionable plan based on your findings. Don't forget to track your time throughout the process.</p>	<p>11/17 11:59 pm</p>
<p>Week 13 Module 13 M 11/17</p>	<p>Module Focus: <i>Becoming a Successful Literacy Coach</i> READ: - 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. VIEW: -Video 1: <u>15 Surprising Challenges ALL Instructional Coaches Face Mini-Series Part 1: Leadership (5:03)</u> -Video 2: <u>15 Surprising Challenges ALL Instructional Coaches Face Mini-Series Part 2: Pedagogy (5:55)</u> -Video 3: <u>15 Surprising Challenges ALL Instruction Coaches Face Mini-Series Part 3: Coaching Skills (6:30)</u> -Video 4: <u>15 Surprising Challenges All Instructional Coaches Face Mini-Series Bonus (7:31)</u></p> <p>SCHOOL-WIDE PROFESSIONAL DEVELOPMENT PLAN. Submit a draft of your Professional Development Plan to the Discussion Board for peer review. Ensure at least two peers provide feedback on your draft. In return, select at least two peer drafts to read and offer constructive feedback. Note: The final draft is due December 1. Be sure to track the time you spend on this task.</p>	<p>11/24 11:59 pm</p>

Week 14 NO MODULE M 11/24	HAPPY THANKSGIVING Prepare final draft of your School Wide Professional Development Plan.	
Week 15 Module 15 M 12/1	Module Focus: <i>School Wide Professional Development Plan</i> SCHOOL-WIDE PROFESSIONAL DEVELOPMENT PLAN. Final Professional Development Plan Due: Monday, December 1, 2025, by 11:59 PM. Be sure to submit your timesheet along with your final plan	12/8 11:59 pm
Week 16 LAST WEEK Module 16 M 12/8	PORTFOLIO ARTIFACT <ol style="list-style-type: none"> 1. Complete the major assignments for this course. 2. Select one or more of these assignments as evidence of your standards-based professional growth. 3. Identify ILA and TExES standards that align with your selected work. 4. Write a rationale explaining why this artifact was chosen and include a reflection on your personal learning journey in relation to the artifact and the chosen standards. PROFESSIONAL DEVELOPMENT All Certificates of Completion are due by stated deadlines.	12/10 11:59 pm

Artificial Intelligence (AI) Policy Statement

UT Tyler supports the appropriate use of artificial intelligence (AI) tools aligned with each discipline and task. We encourage open discussions about the ethical, societal, philosophical, and disciplinary implications of AI.

All AI use must be properly acknowledged to uphold the values of honesty and integrity outlined in UT Tyler's Honor Code. Faculty and students must not input protected information, data, or copyrighted materials into AI tools.

Users should understand that AI-generated content is based on predictive models and may be incomplete, inaccurate, biased, or uncredited. Therefore, AI should not replace traditional research methods. You are responsible for the accuracy and integrity of all submitted work.

Misuse of AI tools that violates course guidelines (see below) constitutes academic dishonesty and may result in disciplinary action under UT Tyler's Academic Integrity Policy.

For this course, students may use AI tools to prepare assignments and projects. While most work must be your own, AI may assist with revisions, such as identifying logical flaws, clarifying unclear sections, and correcting citations. Any AI-generated content used must be properly cited.

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