



**READ 5311**

**(20828)**

**Literacy Coaching as Collaborative Professional Development  
The University of Texas at Tyler  
School of Education**

**Course: READ 5311**

**Semester & Year: Spring 2026**

**Online**

**Instructor: Dr. Joanna Neel**

**Office: BEP 248-B**

**Phone: (903) 565-5750**

**Email: [jneel@uttyler.edu](mailto:jneel@uttyler.edu) (preferred)**

**Office Hours: Mondays 9:45 AM-12:45 PM**

**First Day of Class: Monday, January 12, 2026**

**MLK Holiday: Monday, January 19, 2026**

**Census Date: January 26, 2026**

**Spring Break: March 9-13, 2026**

**Last Day to Withdraw: March 30, 2026**

**Last Day of Instruction: April 24, 2026**

**Finals Week: April 27-30-May 1, 2026**

**Course Description:** Field experience focused on expanding literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching that focuses on professional development in authentic PreK-12 clinical and/or school settings. Pre-requisite: READ 5310: *Literacy Coaching Practicum*.

READ 5311 builds on the knowledge, skills, and experiences gained in READ 5309 and READ 5310, which is designed to prepare you to plan and provide professional development for PreK-12 teachers. In this companion course, you will have an opportunity to apply what you learned about literacy coaching while working directly with teachers in real-world school settings.

**Important Notes Re: Literacy Coaching Certificate Requirements**

Our MEd-Reading program places a great deal of emphasis on field-work that enables program candidates to apply knowledge and skills gained in real-world instructional settings. In order to successfully earn the UT Tyler Literacy Coaching Certificate, you must successfully complete all program courses leading to the Master of Education in Reading degree plus READ 5310:

*Literacy Coaching Practicum and READ 5311: Literacy Coaching and Collaborative Professional Development.*

### **Knowledge Base(s) and Rationale:**

This graduate level course is designed 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, 2010);*
- *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 (InTASC) Standards,*
- *College and Career Readiness Standards (CCRS)*
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- ***Texas Educator Preparation Standards are integrated into this course. The four major categories included are noted below.***
- ***Texas Educator Preparation Standard 1--Instructional Preparation. Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.***
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- ***Texas Education Preparation Standard 2--Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.***
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- ***Texas Education Preparation Standard-3-Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS***
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- ***Texas Education Preparation Standard 4--Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.***
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**Student Learning Outcomes (SLOs):** Upon successful completion of the requirements for this course, teacher candidates will be able to:

1. Develop understanding of current literacy coaching research and models that inform effective coaching practices within schools.
2. Consider teachers' literacy instructional needs, student assessment data, and curriculum standards to make informed decisions when planning professional development.
3. Apply knowledge and skills gained about literacy coaching research and best practices in the design, implementation, and evaluation of professional development programs for individual teachers, grade levels, schools, and families.

**Standards Matrix:**

<b>Student Learning Outcomes</b>	<b>Activities</b>	<b>Assessment</b>	<b>Standards Alignment</b>
1. Develop understanding of current literacy coaching research and models that inform effective coaching practices within schools.	Course Readings  Coaching Videos	Professional Coaching Journal  Grade Level PLC  Vertical Team PLC  Resource Lab  Literacy Conference Presentation	ILA: 6.1, 6.2  TExES: Standard IV  TES: 6:Cii  TSBECS:IV(4.11s)  InTASC: 9  CCRS: IIA(2)(11)
2. Consider teachers' literacy instructional needs, student assessment data, and curriculum standards to make informed decisions when planning professional development.	Course Readings  Coaching Videos	Grade Level PLC  Vertical Team PLC  Literacy Conference Presentation	ILA: 6.3  TExES: Standard IV  TES: 6:Cii  InTASC: 6
3. Apply knowledge and skills gained about literacy coaching research and best practices in the design, implementation, and evaluation of professional development programs for individual teachers, grade levels, schools, and families.	Course Readings  Coaching Videos	Poll & Post  Grade Level PLC  Vertical Team PLC  Resource Lab  Family Literacy Night  Literacy Conference Presentation	ILA: 6.3, 6.4  TExES: Standard IV  TES: 6:Cii TPG: viii  ISTE: 2.4  InTASC:10  CCRS: VA(2), VB(1)(3) VC(1)

## 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 Poll & Post** (Poll = 1 point & Post = 4 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.

#### **2. Professional Coaching Journal** (10 points)

Prospective literacy coaches will create a professional coaching journal (hard copy or electronic) to document their coaching journey throughout the semester that will include three sections listed below. At the end of the semester, you will create a coaching journey presentation (e.g. PowerPoint, Prezi, Visme, Slidebean, Vyond, Google Slides, Apple Keynote, Zoho Show, etc...). The presentation should include your main accomplishments this semester in your journey to becoming a literacy coach. Make sure to include pieces from all three sections listed below, as well as narration (text, audio) throughout the presentation to tell your story. Be creative.

1. Research: This section includes any notes compiled from course readings, coaching videos, and any research resources read throughout the semester. Examples include (but are not limited to): chapter notes/reflections, video/online resources, research articles, etc...
2. Coaching: This section includes any documentation of coaching planned, implemented, and reflected on. Examples include (but are not limited to): meeting with principal/faculty, one-on-one tutoring lessons, grade level/vertical team PLC plans, teacher exit surveys, resource room inventory list/proposed budget, parent survey, family literacy night plans, etc...
3. Photos: This section includes any photos taken (with permission) from different coaching events. Examples include (but are not limited to): picture with principal/faculty, one-on-one tutoring, grade level/vertical team PLCs, family literacy night, etc...

**3. Grade Level Professional Learning Community (15 points).**

Prospective literacy coaches will plan and conduct a Professional Learning Community meeting for a specific grade level at their campus. They will discuss specific grade level data, both formal and informal assessments, as well as discuss specific students who are not performing at their full potential on assessments. Assessments could include, but not be limited to: District benchmark tests for each six weeks, writing samples, math and literacy assessments, content area assessments, report cards. Also, prior to the PLC ask/identify a teacher that is willing to participate in a quick co-taught literacy lesson that you both will model for the teachers during the PLC.

**4. Vertical Team Professional Learning Community (15 points).**

Prospective literacy coaches will plan and conduct a Professional Learning Community Meeting for a vertical team planning session at their campus. They will discuss how teachers from different grade levels can best meet the needs of students who are not on grade level and are at-risk learners. They will guide teachers in identifying student needs based on the grade level TEKS and student assessment data. They will help teachers to develop a plan based on research-proven strategies to better meet their students' academic literacy needs. During the PLC model a whole group minilesson based on the instructional needs of the teachers during the PLC.

**5. Resource Lab (15 Points).**

Prospective literacy coaches will research and develop a resource lab with literacy books and resources that are needed on their campus. They will develop a needs-assessment; conduct a campus-wide inventory; develop a list for purchase. They will work with administrators to budget the costs, develop a timeline for purchasing items, and identify space for the new literacy resource lab.

**6. Family Literacy Night (15 points).**

Prospective literacy coaches will plan a Family Literacy Night for their school. It may be customized to one classroom, set of classrooms, or the entire school. They will plan literacy learning stations (e.g., reading, writing, word work, etc.) for one grade level or a variety of grade levels. (Conducting the Family Literacy Night is not a requirement but is highly recommended if possible.)

**7. Literacy Conference Presentation (5 points).**

Prospective literacy coaches will plan and potentially present a literacy topic at a state, national, or international professional literacy conference.

## 8. 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)

**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: March \*30***

### Projects & Grading Criteria

<b>Class Projects</b>	<b>Weight</b>	<b>Points</b>	<b>Due Date</b>
1. Poll & Post	5%	5	Weeks 1 & 5
2. Professional Coaching Journal	10%	15 points	Ongoing
1. Grade Level Professional Learning Community	15%	15 points	Weeks 3 - 6
2. Vertical Team Professional Learning Community	15%	15 points	Weeks 11 - 14
3. Resource Lab	15%	15 points	Weeks 9 - 12
4. Family Literacy Night	15%	20 points	Weeks 5 - 7
5. Literacy Conference Proposal/Presentation	5%	10 points	Weeks 13 - 16
6. Portfolio Artifact	5%	5 points	Week 16
Totals	100%	100 points	

### Performance Standards

<b>Points</b>	<b>Percent</b>	<b>Grade</b>	<b>Standard</b>
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. Sisson, D., & Sisson, B. (2017). *The literacy coaching handbook: Working with Teachers to increase student achievement*. New York, NY: Routledge.  
[https://www.amazon.com/Literacy-Coaching-Handbook-Teachers-Achievement/dp/1138692603/ref=sr\\_1\\_4?keywords=literacy+coaching+professional+development&qid=1575312596&s=books&sr=1-4](https://www.amazon.com/Literacy-Coaching-Handbook-Teachers-Achievement/dp/1138692603/ref=sr_1_4?keywords=literacy+coaching+professional+development&qid=1575312596&s=books&sr=1-4)
2. Wepner, S. B., Gomez, D. W., Cunningham K. E., Rainville, K. N., & Kelly, C. (2016). *Literacy leadership in changing schools: 10 keys to successful professional development*. New York, NY: Teachers College Press.  
[https://www.amazon.com/Literacy-Leadership-Changing-Schools-Professional-ebook/dp/B01ACKKR9G/ref=sr\\_1\\_7?keywords=literacy+coaching+professional+development&qid=1575313015&s=books&sr=1-7](https://www.amazon.com/Literacy-Leadership-Changing-Schools-Professional-ebook/dp/B01ACKKR9G/ref=sr_1_7?keywords=literacy+coaching+professional+development&qid=1575313015&s=books&sr=1-7)
3. Standards Documents
  - a. *Specialized Literacy Professionals Matrix by Roles* (2017). International Literacy Association  
[file:///C:/Users/gdoepker/Downloads/Specialized%20Literacy%20Professionals%20Standards%202017%20\(1\).pdf](file:///C:/Users/gdoepker/Downloads/Specialized%20Literacy%20Professionals%20Standards%202017%20(1).pdf)
  - b. *Standards for the Preparation of Literacy Professionals* (2017). International Literacy Association.  
<https://www.literacyworldwide.org/get-resources/standards/standards-for-the-preparation-of-literacy-professionals-2017>
  - c. Standards for the Preparation of Literacy Professionals 2017 – Free Resources  
<https://www.literacyworldwide.org/get-resources/standards/standards-2017>
4. 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.*

## 5. OPTIONAL & HIGHLY RECOMMENDED:

- Stanier, M. Bl (2016). *The coaching habit: Say less, ask more & change the way you lead forever*. Toronto, Canada: Box of Crayons Press.  
<https://www.amazon.com/Coaching-Habit-Less-Change-Forever/dp/0978440749>
- Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, California: Corwin.

[https://www.amazon.com/Impact-Cycle-Instructional-Powerful-Improvements/dp/1506306861/ref=sr\\_1\\_1?crid=MVO52HQBHOSS&keywords=the+impact+cycle+by+jim+knight&qid=1563825285&s=books&sprefix=the+impac%2Cstripbooks%2C155&sr=1-1](https://www.amazon.com/Impact-Cycle-Instructional-Powerful-Improvements/dp/1506306861/ref=sr_1_1?crid=MVO52HQBHOSS&keywords=the+impact+cycle+by+jim+knight&qid=1563825285&s=books&sprefix=the+impac%2Cstripbooks%2C155&sr=1-1)

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.

[https://www.amazon.com/Reflection-Guide-Impact-Cycle-Instructional/dp/1544308752/ref=sr\\_1\\_1?keywords=the+reflection+guide+to+the+the+impact+cycle+by+jim+knight&qid=1563825626&s=books&sr=1-1](https://www.amazon.com/Reflection-Guide-Impact-Cycle-Instructional/dp/1544308752/ref=sr_1_1?keywords=the+reflection+guide+to+the+the+impact+cycle+by+jim+knight&qid=1563825626&s=books&sr=1-1)

6. 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 Journal* ([www.aera.org](http://www.aera.org))
  - b. *Educational Leadership* ([www.ascd.org](http://www.ascd.org))
  - c. *Journal of Adolescent and Adult Literacy* ([www.reading.org](http://www.reading.org))
  - d. *Journal of Educational Psychology* ([www.apa.org](http://www.apa.org))
  - e. *Journal of Learning Disabilities* ([www.ldanatl.org](http://www.ldanatl.org))
  - f. *Journal of Literacy Research* (<http://www.literacyresearchassociation.org/>)
  - g. *Language Arts* ([www.ncte.org](http://www.ncte.org))
  - h. *Reading Research Quarterly* ([www.reading.org](http://www.reading.org))
  - i. *Tapestry Journal* ([www.tapestry.usf.edu](http://www.tapestry.usf.edu))
  - j. *The Reading Teacher* ([www.reading.org](http://www.reading.org))

**Course Alignment:**

<b>Learning Outcomes</b>	<b>Course Topics</b>	<b>Readings &amp; Projects</b>
1. Develop understanding of current literacy coaching research and models that inform effective coaching practices within schools.	<p>The Evolution of Coaching as a Professional Development Model</p> <p>Models of Coaching</p> <p>Know and Cultivate Yourself as a Leader</p> <p>Know Your Community and Your School</p>	<ul style="list-style-type: none"> <li>· Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List)</li> <li>· Professional Coaching Journal</li> <li>- Grade Level PLC</li> <li>· Vertical Team PLC</li> <li>· Resource Lab</li> <li>· Literacy Conference Presentation</li> </ul>
2. Consider teachers' literacy instructional needs, student assessment data, and curriculum standards to make informed decisions when planning professional development.	<ul style="list-style-type: none"> <li>· Change Agent</li> <li>· Relationship Builder</li> <li>· Data Analysis</li> <li>· Curriculum Expert</li> <li>· Know your Teachers</li> <li>· Know your Students</li> <li>· Know the Link Between Curriculum and Standards</li> <li>· Know Instructional Techniques</li> </ul>	<ul style="list-style-type: none"> <li>· Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List)</li> <li>· Grade Level PLC</li> <li>· Vertical Team PLC</li> <li>· Literacy Conference Presentation</li> </ul>

<p>3. Apply knowledge and skills gained about literacy coaching research and best practices in the design, implementation, and evaluation of professional development programs for individual teachers, grade levels, schools, and families.</p>	<ul style="list-style-type: none"> <li>· Know Professional Development Options</li> <li>· Know Approaches and Programs to Language and Literacy Instruction</li> <li>· Know Materials and Resources to Support and Deepen Learning</li> <li>· Resource Manager</li> <li>· Instructional Specialist</li> <li>· Professional Developer</li> <li>· Self-Reflection and Sustaining Change</li> </ul>	<ul style="list-style-type: none"> <li>· Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List)</li> <li>· Poll &amp; Post</li> <li>· Grade Level PLC</li> <li>· Vertical Team PLC</li> <li>· Resource Lab</li> <li>· Family Literacy Night</li> <li>· Literacy Conference Presentation</li> </ul>
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