



READ 5309-060: Foundations of Literacy Coaching (3 Credits)
COURSE SYLLABUS
Fall 2026

This online course is primarily asynchronous and includes two synchronous class sessions.

Important Dates

First day of class Monday: August 24, 2026

Last day to withdraw from a course: Friday October 30, 2026

Final exam week: December 7 –11, 2026

Fall commencement: December 11-12, 2026

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

A. Instructor

Name: Kouider Mokhtari, Ph.D., Anderson-Vukelja-Wright Endowed Professor
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Office Hours: Thurs (4:00-5:30 p.m.) Or by appointment.

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)

The content of this course focuses on building foundational coaching knowledge, fostering collaborative professional relationships, supporting teacher growth, and promoting evidence-based literacy instruction across PreK–12 settings. Grounded in current research, policy, and practice, the course provides complementary perspectives that support the preparation of reading specialists, literacy coaches, and instructional leaders.

Course topics are drawn from interconnected fields, including adult learning, professional development, teacher effectiveness, student achievement, and school improvement. Together, these areas provide a framework for understanding and applying effective literacy coaching practices that enhance teaching and learning outcomes.

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)
- 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)

D. Program-Based Fieldwork and Certification Requirements

This course is a key component of the M.Ed. in Reading program, which emphasizes meaningful field-based experiences that allow candidates to apply and refine the knowledge and skills acquired throughout the program in authentic educational settings. Through supervised practice, candidates connect theory to practice while developing the competencies required of effective reading specialists.

This emphasis on practical application aligns with the requirements of the Texas Administrative Code for Reading Specialist certification, which requires a minimum of 360 preparation hours, including 200 hours of coursework and 160 hours of supervised field-based experiences. These experiences provide candidates with opportunities to demonstrate professional knowledge, engage in reflective practice, and develop expertise in literacy instruction and leadership.

E. 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 guide effective literacy coaching practices in educational settings.
2. Analyze and use assessment data to make informed decisions that support instructional planning, teacher development, and literacy coaching efforts.
3. Design, implement, and evaluate professional learning initiatives grounded in literacy coaching research and best practices to support individual teachers, collaborative teams, and school-wide literacy improvement.

Standards Matrix

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Demonstrate a foundational understanding of current research, models, and frameworks that guide effective literacy coaching practices in educational 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. Analyze and use assessment data to make informed decisions that support instructional planning, teacher development, and literacy coaching efforts.	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, implement, and evaluate professional learning initiatives grounded in literacy coaching research and best	Course Readings	Literacy Coaching Observation & Interview	ILA: 2.3, 2.4, 3.3, 6.2, 6.3, 7.2, 7.3 TExES: Standard IV TES: 6:Cii

practices to support individual teachers, collaborative teams, and school-wide literacy improvement.	Professional Development Plan	Professional Development Plan Online Discussions Portfolio Artifact	ISTE: 2.4 InTASC:10 CCRS: VA(2), VB(1)(3) VC(1)
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F. Required Textbooks and Readings

The following texts and resources are required for this course and will serve as foundational materials for lectures, discussions, assignments, and learning activities. These readings are designed to support students' understanding of course concepts, promote critical reflection, and provide research-based perspectives that inform effective literacy coaching practices.

Core Texts

The following core textbooks provide complementary perspectives on instructional and literacy coaching. *Ippolito and Bean (2024)* present a systems-level approach to literacy leadership and school improvement, while *Knight (2018)* offers a practical, research-based framework for implementing effective coaching cycles. Together, these texts provide both the theoretical foundations and applied strategies necessary for developing successful literacy coaching practices.

1. Ippolito, J., & Bean, R. M. (2024). *The power of instructional coaching in context: A systems view for aligning content and coaching*. Guilford Press. This text provides the system-level framework including school structures, leadership alignment, instructional coherence, and organizational conditions for coaching.
2. Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, California: Corwin. This text provides the practice-level framework with a focus on coaching conversations, goal setting, implementation cycles, and feedback for improvement.

These two textbooks work well together. The Systems level framework determines whether coaching can succeed while the Impact Cycle determines how coaching happens effectively.

Supporting Resources

The online resources linked below are available to students and faculty at no cost.

1. American Psychological Association. (2019). [Publication manual of the American Psychological Association](#) (7th ed.). Also available on Canvas.
2. International Literacy Association. (2017). *Standards for the Preparation of Literacy Professionals*.
3. International Literacy Association. (2006). [Standards for Middle and High School Literacy Coaches](#).
4. Texas Education Agency. (2026). [TEXES Standards for Reading Specialists](#).

Optional Textbook but 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 lectures, discussions, and activities will be assigned throughout the course. Most will be available online and sourced from books, reports, and academic journals, including:

1. *American Educational Research Journals*
2. *Journal of Adolescent and Adult Literacy*
3. *Journal of Educational Psychology*
4. *Journal of Learning Disabilities*

5. *Journal of Literacy Research*
6. *Language Arts*
7. *Reading Research Quarterly*
8. *The Reading Teacher*

Textbook Purchases

Students are not required to purchase textbooks from the university-affiliated bookstore. Required texts and additional resources may also be available through independent or online retailers. Some textbooks may be offered for free if they have been purchased by the library. Click this [link](#) to access the class tab and view available free eTextbooks.

G. Course Format and Structure

This course is delivered in a fully online, asynchronous format. In addition, at least two synchronous sessions will be scheduled during the semester at times that accommodate participants' availability. The course emphasizes interactive, student-centered learning and the application of concepts through authentic, hands-on activities designed to promote deeper understanding.

The course follows a structured weekly schedule. Each weekly module, which includes lectures, assignments, and supporting materials, will be made available by the instructor no later than each Sunday by midnight. Students are expected to complete all module requirements by the following Sunday by 11:59pm. Because course activities are designed to build upon one another, all modules must be completed during the week in which they are assigned.

H. Course Performance Evaluation

Student performance in this course will be evaluated based on the total number of points earned across all course assignments, including online discussions, projects, and other learning activities. Each assignment is intentionally designed to support the achievement of the course learning outcomes and to provide opportunities for students to demonstrate their understanding and application of course content. Collectively, these assignments contribute in complementary ways to the development of the knowledge, skills, and competencies outlined in the course objectives.

1. Online Engagement Contributions (20 points)

Throughout the semester, you will be expected to actively engage in online discussions and learn activities designed to strengthen your ability to critically read, analyze, synthesize, and interpret literacy coaching research, policies, and practices. These activities also provide opportunities to explore and inquire issues related to literacy coaching and leadership. Your contributions to these online discussions are an important component of your course grade and an essential part of our collaborative learning community.

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 discussion assignments but also the quality of your contributions, including your ability to connect ideas across readings, raise critical questions, engage in meaningful dialogue, and apply course concepts to your developing role as a literacy specialist or coach.

To receive full credit for each discussion, you are expected to:

- Submit an original discussion post that demonstrates thoughtful engagement with the assigned readings and discussion prompts.
- Review your peers' contributions and engage in meaningful dialogue by responding substantively to at least two classmates' posts.

- Contribute comments that extend the conversation through critical reflection, connections to course concepts, professional experiences, relevant examples, or thoughtful questions.

Online Discussion Timelines

All online discussions must be completed during the week they are assigned. Initial discussion posts and peer responses should be submitted by the deadlines indicated in the course schedule. Because online discussions are intended to foster timely interaction and collaborative learning, **late discussion posts or responses will not be accepted and will receive no credit.**

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

- What are the central ideas, arguments, or issues presented in the assigned reading(s)?
- What strengths and limitations do you identify in the perspectives, arguments, or proposed solutions?
- How can the insights gained from the readings inform and strengthen your effectiveness as a literacy specialist or coach?
- What questions, implications, or connections emerge as you consider the readings in relation to your professional context?

High-Quality Engagement Expectations

- Completing assigned readings thoughtfully and on time.
- Contributing substantive and reflective discussion posts.
- Posing and responding to critical questions.
- Engaging respectfully and constructively with peers.
- Responding meaningfully to at least two classmates' posts.
- Applying course concepts to professional practice and educational settings.
- Building on others' ideas to advance collective understanding.

Evaluation Criteria (20 Points)

Criterion	Points
• Preparation and Engagement: Demonstrates evidence of completing assigned readings and learning activities and comes prepared to contribute meaningfully to discussions and course activities.	5
• Quality of Contributions: Contributes thoughtful, relevant, and substantive comments that advance discussion and demonstrate understanding of course concepts.	5
• Critical Thinking and Application: Applies course concepts to professional practice, incorporates evidence and examples when appropriate, and demonstrates reflective and analytical thinking.	5
• Interaction and Collaboration: Engages respectfully and constructively with peers, responds to others' ideas, asks meaningful questions, and contributes to a collaborative learning environment.	5
Total Points	20

Performance Expectations

- 16–20 points (Exemplary): Consistently demonstrates thorough preparation, critical thinking, meaningful engagement with peers, thoughtful application of course concepts, and substantive contributions to discussions and learning activities.

- 11–15 points (Proficient): Demonstrates adequate preparation and engagement, contributes relevant ideas, and participates in discussions with some evidence of reflection and interaction with peers.
- 0–10 points (Developing): Demonstrates minimal participation, limited evidence of preparation or engagement, and infrequent or superficial interaction with course content and peers.

2. Literacy Coaching Observation & Interview (25 points)

This assignment provides an opportunity to examine the roles, responsibilities, and impact of literacy coaches within school settings. Throughout the semester, you will work with a literacy coach in your school or district to gain firsthand insight into literacy leadership, instructional support, and professional learning.

If a literacy coach is not available, you may select another educator who fulfills a similar role in supporting literacy improvement, such as a reading specialist, teacher leader, principal, or district-level administrator.

Assignment Requirements

1. **Interview.** Conduct a professional interview with the literacy coach using the provided interview guide. The guide is intended to support and structure your discussion; however, you may ask additional questions as appropriate.
2. **Observations.** Observe the literacy coach during at least three work sessions across the semester. Whenever possible, observe a variety of coaching responsibilities, such as:
 - Facilitating professional learning or professional development
 - Supporting curriculum, assessment, and instructional decision-making
 - Coaching teachers and supporting classroom literacy instruction
 - Analyzing student data and planning interventions
 - Collaborating with school leaders and instructional teams
3. **Time Commitment.** Spend approximately 20 hours completing the project, including the interview, observations, note-taking, transcription (if applicable), analysis, and report preparation.
4. **Documentation.** Maintain an accurate record of your time using the provided field experience timesheet and submit it with your report.
5. **Final Report (750–1,000 Words).** Prepare a professional report suitable for sharing with school administrators and colleagues. Organize the report using the following headings:
 - **Project Overview.** Describe the purpose of the project, the literacy coach selected, and the procedures used to complete the interview and observations.
 - **Project Findings.** Summarize and analyze key findings from the interview and observations. Discuss the coach's roles, responsibilities, challenges, and contributions to instructional improvement and student literacy outcomes. Connect your observations to course concepts, current research, and best practices in literacy coaching.
 - **Reflections and Applications.** Reflect on the most significant insights gained from the experience. Explain how the project has influenced your understanding of literacy leadership and discuss specific implications for your current or future professional practice.

Evaluation Criteria (25 Points)

Criterion	Points
• Completion and Documentation of Field Experience: Interview completed, minimum observation requirements met, and timesheet accurately maintained and submitted.	5
• Analysis of Findings: Demonstrates thoughtful analysis of interview and observation data; clearly explains the literacy coach's roles and impact; integrates course concepts, research, and best practices.	10

• Reflection and Professional Application: Provides meaningful reflection on learning; identifies specific implications for professional growth, instructional practice, and literacy leadership.	5
• Organization, Writing Quality, and Professionalism: Report is well organized, clearly written, free of major errors, follows assignment guidelines, and demonstrates a professional tone and presentation.	5
Total Points	25

Performance Expectations

- 22–25 Points (Exemplary). Completes all required components of the project, including the interview, observations, and timesheet documentation. Demonstrates a thorough understanding of the literacy coach’s role through insightful analysis and synthesis of interview and observation data. Effectively integrates course concepts, research, and best practices in literacy coaching. Reflections are thoughtful, specific, and clearly connected to professional growth and future practice. Writing is exceptionally well organized, professional, and free of significant errors.
- 18–21 Points (Proficient). Completes all required project components and provides a clear summary and analysis of findings. Demonstrates an understanding of the literacy coach’s responsibilities and makes appropriate connections to course concepts and professional practice. Reflections are meaningful and demonstrate learning from the experience. Writing is organized, professional, and contains few errors.
- 14–17 Points (Developing). Completes most project requirements but provides limited analysis of interview and observation data. Connections to course concepts, research, or best practices may be superficial or underdeveloped. Reflections demonstrate some learning but lack depth or specificity. Writing may contain organizational issues or recurring errors that affect clarity.
- 0–13 Points (Beginning). Fails to complete significant portions of the assignment or provides insufficient documentation of field experiences. Analysis is minimal or largely descriptive, with little connection to course concepts, research, or professional practice. Reflections are limited or absent. Writing lacks organization, professionalism, or clarity and may contain numerous errors.

3. Designing a School-Wide Professional Development Plan (45 points)

Overview

This semester-long, field-based project builds upon the Literacy Coaching Observation and Interview assignment and provides an opportunity to engage in a central responsibility of literacy coaches and instructional leaders: designing a professional development (PD) plan to improve literacy instruction and student outcomes.

Through this project, you will conduct a literacy needs analysis, examine instructional strengths and areas for growth, and develop a data-informed professional development plan that addresses identified needs within a school or district setting.

Guidelines

- You may collaborate with a classmate if schedules permit. Collaborative partners may share data collection activities; however, each student must independently complete the analysis, professional development plan, artifact, and final report.
- You may focus your project on a single teacher, a grade level, a grade band, a school, or a district, depending on your professional context and access to data.

- Expect to spend approximately 40 hours completing the project, including data collection, analysis, planning, artifact development, writing, and reflection.
- Maintain an accurate record of your time using the provided field experience timesheet. Record the date, number of hours completed, and activities performed.

Requirements

1. **Literacy Needs Analysis.** Collaborate with one or more educators in your school or district to identify professional learning needs related to literacy instruction. A Literacy Needs Analysis Guide will be provided to support this process. Possible sources of information include:
 - Student achievement and assessment data
 - Curriculum and instructional materials
 - Classroom observations
 - Teacher interviews or surveys
 - School improvement plans
 - Administrator input

All student and staff information must remain confidential. Do not include names or identifying information in any project materials.

2. **Professional Development Plan.** Using the findings from your needs analysis, develop a professional development plan designed to improve literacy instruction and student achievement outcomes. Your plan should:
 - Address clearly identified instructional needs
 - Align with current literacy research and evidence-based practices
 - Incorporate effective coaching and adult learning principles
 - Include realistic implementation steps and timelines
 - Identify resources, supports, and measures of success
 - Consider how progress and impact will be monitored and evaluated
3. **Professional Development Artifacts.** As a demonstration of applied literacy leadership, select from your work with your school collaborator(s) or create sample professional development artifacts that could be used to support implementation of your plan. The following are examples of such artifacts.
 - A professional development workshop agenda
 - A literacy coaching cycle plan
 - A professional learning community (PLC) facilitation guide
 - A teacher learning module or training outline
 - An implementation timeline with benchmarks and progress-monitoring measures
 - Another artifact approved by the instructor

The artifacts selected should reflect the goals and priorities identified in your needs analysis and demonstrate how the proposed professional development would be implemented in practice. Include the artifact as an appendix to your report.

4. Professional Development Plan Report (1,000–1,500 Words)

- a. Prepare a professional report suitable for sharing with school leaders, literacy coaches, or colleagues. The report should clearly describe both the process used to develop the plan and the final professional development proposal.
- b. Organize the report using the following headings:
 - Project Overview. Describe the purpose of the project, the setting or context selected, and the procedures used to conduct the needs analysis and develop the professional development plan.
 - Literacy Needs Analysis. Explain the process used to identify literacy strengths, challenges, and professional learning needs. Summarize the data sources examined and discuss the key findings that informed your recommendations.
 - Proposed Professional Development Plan. Present a comprehensive professional development plan that includes:
 - A vision for improving literacy instruction and student outcomes
 - Specific goals and desired outcomes
 - Research-based instructional priorities
 - Alignment with literacy coaching principles and professional learning practices
 - An implementation timeline and action steps
 - Resources and supports needed for success
 - Methods for monitoring implementation and evaluating impact

The plan should demonstrate your ability to think and act as a literacy leader capable of supporting sustainable instructional improvement.

- c. Professional Development Artifacts. Briefly describe the artifacts included in the appendix and explain how it supports implementation of the proposed professional development plan.
- d. Reflections and Applications. Reflect on what you learned about conducting a literacy needs analysis and designing professional learning opportunities. Discuss how this experience has influenced your understanding of literacy leadership and how it will inform your future professional practice.

Evaluation Criteria (45 Points)

Criterion	Points
• Completion and Documentation of Field Experience: Needs analysis completed, project requirements fulfilled, and timesheet accurately maintained and submitted.	5
• Quality of Literacy Needs Analysis: Demonstrates a thorough examination of relevant data sources; clearly identifies literacy strengths, challenges, and professional learning needs; findings are well supported by evidence.	10
• Professional Development Plan Design: Presents a coherent, research-based, and feasible professional development plan aligned with identified needs; includes implementation steps, support structures, and evaluation measures.	15
• Professional Development Artifact: Develops a high-quality artifact that clearly supports implementation of the proposed plan and demonstrates practical application of literacy leadership and coaching principles.	5
• Reflection and Professional Application: Provides thoughtful reflection on learning, literacy leadership, and implications for professional growth and practice.	5
• Organization, Writing Quality, and Professionalism: Report is well organized, clearly written, professionally presented, and adheres to assignment requirements.	5

Total: Points**45****Performance Expectations**

- 41–45 Points (Exemplary). Completes all project requirements and provides a comprehensive, evidence-based literacy needs analysis. The professional development plan is highly coherent, research-informed, practical, and aligned with identified needs. The artifact is authentic, professional, and clearly demonstrates how the plan would be implemented in practice. Reflections are insightful and demonstrate strong literacy leadership and professional growth. Writing is polished, professional, and virtually error-free.
- 36–40 Points (Proficient). Completes all project requirements and presents a clear needs analysis supported by relevant data. The professional development plan is appropriate, research-based, and aligned with identified needs. The artifact supports implementation and demonstrates understanding of professional learning design. Reflections are meaningful and connected to practice. Writing is organized and professional with few errors.
- 31–35 Points (Developing). Completes most project requirements but provides limited analysis of data or incomplete connections between identified needs and the proposed plan. The professional development plan may lack specificity, feasibility, or sufficient research support. The artifact is present but underdeveloped or only partially aligned with project goals. Reflections demonstrate some learning but lack depth. Writing may contain organizational or clarity issues.
- 0–30 Points (Beginning). Project requirements are incomplete or insufficiently addressed. The needs analysis lacks adequate evidence, and the professional development plan is underdeveloped or poorly aligned with identified needs. The artifact is missing or demonstrates minimal effort. Limited reflection is provided, and connections to literacy leadership and course concepts are weak or absent. Writing lacks organization, clarity, or professionalism.

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

Portfolio Artifact Description. This assignment is designed to support the ongoing development of your Program Portfolio, which serves as the culminating demonstration of how your coursework and field experiences have prepared you to become a literacy leader. The portfolio provides evidence of your professional growth, knowledge, and competencies in literacy education, aligned with both state and national standards.

As you are aware, successful completion and presentation of the Program Portfolio is a graduation requirement for the Master of Education in Reading program at UT Tyler. Portfolio development is an ongoing process that occurs throughout the program. In each course, including this one, you will:

- Select a course artifact that represents your learning and accomplishments during the semester.
- Identify one International Literacy Association (ILA) Standard (Standards 1–7) and one TExES Reading Specialist Standard (Standards I–IV) that are demonstrated through the artifact.
- Write a description of the artifact and the work involved in completing it.
- Provide a rationale explaining why the artifact should be included in your professional portfolio.

Portfolio Artifact Narrative Instructions. For this course, you will prepare one portfolio entry based on your selected Course Artifact Assignment. The entry should consist of two well-developed paragraphs that describe the artifact and justify its inclusion in your end-of-program portfolio.

- **Description Paragraph.** Provide a detailed description of the Course Artifact Assignment. Explain the purpose of the assignment, the major tasks completed, and the process you followed to successfully complete the work. Highlight key learning experiences, products developed, and skills demonstrated through the project.
- **Justification and Rationale Paragraph.** Justify the inclusion of the artifact as evidence of your professional knowledge and competencies. Identify one ILA Standard (1–7) and one TExES Reading Specialist Standard (I–IV) that are represented by the artifact. Clearly explain how the artifact demonstrates your proficiency in the selected standards, using specific examples and evidence from your work. Your rationale should make a compelling case for how the artifact reflects your growth as a literacy professional and supports your readiness for literacy leadership roles.

4. TEA Professional Educator Training (5 points)

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 Texas Education Agency (TEA) Professional Development Training Modules. Some modules may require the creation of a free EDUHERO account. These modules may be completed at your own pace; however, all six must be completed by the end of the semester.

At the conclusion of each module, you will complete a quiz and receive a certificate of completion. You are responsible for saving each certificate as evidence of successful completion. Once all six modules have been completed (or if you have already completed them), you will submit all certificates together by the due date as official documentation of completion.

Below is a list of required TEA educator training modules

EDUCATORS' CODE OF ETHICS

- **TEA Teacher Ethics Training – EDUHERO (Login)**
 - <https://eduhero.net/product.php?id=103> (Save Certificate)

MENTAL HEALTH, SUBSTANCE ABUSE, & YOUTH SUICIDE

- **TEA Mental Health Training – EDUHERO (Login)**
 - <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)
 - 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.
 - [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](#)

- **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)
 - 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
 - Set up an account to access the free modules. (Save Certificate)
- 5. **SKILLS THAT EDUCATORS ARE REQUIRED TO POSSES & RESPONSIBILITIES THAT EDUCATORS ARE REQUIRED TO ACCEPT**
 - International Literacy Association. (2006). [Standards for Middle and High School Literacy Coaches](#).
 - Texas Education Agency. (2026). [TExES Standards for Reading Specialists](#).

If you experience any issues accessing or completing the TEA Professional Development Training Modules, notify your instructor as soon as possible.

I. Course Evaluation Criteria and Grading Guidelines. All written assignments must adhere to the following formatting and style requirements:

- Includes a cover page
- Typed and double-spaced
- No added space before/after paragraphs
- Proper formatting of headers
- 12-point Times New Roman font
- One-inch margins
- Pages numbered and properly labeled
- Proofread carefully for grammar, spelling, and clarity

Your final course grade will be determined by the successful completion of all course requirements, including online engagement activities, the literacy coaching interview, the professional development plan, the portfolio artifact, and completion of the TEA professional educator training modules.

J. 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.

Course Assignments, Weights, Points, and Due Dates

Assignments	Weight	Points	Due Dates
1. Online Discussions	20%	20 points	Sunday by 11:59 p.m. of week assigned
2. Literacy Coaching Observation & Interview	25%	25 points	Oct. 30, 2026
3. Literacy Professional Development Plan	45%	45 points	Dec. 1, 2026
4. TEA Professional Educator Training	5%	05 Points	Oct. 9 , 2026
5. MEd-Reading Portfolio Artifact	5%	05 points	Dec. 7, 2026
Total	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

Tentative Course Schedule & Weekly Modules

The course calendar below is considered tentative and may be revised as needed. Because this course emphasizes sustained reading, reflection, and critical inquiry, adjustments to class sessions or modules may occur to ensure alignment with course objectives and instructional progress.

This course follows a structured weekly schedule:

1. Each weekly module, which includes lectures, assignments, and supporting materials, will be posted by the instructor no later than Sunday at midnight.
2. Students are expected to complete all module requirements by the following Sunday at midnight.
3. Unless otherwise noted, all modules must be completed during the week in which they are assigned.
4. If changes to the tentative calendar are necessary, the instructor will post an updated version on Canvas and notify students via a Canvas announcement.

The course is organized around the following essential questions:

1. What distinguishes effective literacy coaching from other forms of professional development?
2. How do instructional coaches support teacher learning and instructional improvement?
3. What role do data play in coaching conversations and decision making?
4. How do partnership principles influence coaching relationships?
5. How can coaching programs be designed, evaluated, and sustained within complex educational systems?
6. How can literacy coaching promote equitable outcomes for students and teachers?

These questions align well with both *The Power of Instructional Coaching* (Ippolito & Bean (2024) and *The Impact Cycle* (Knight 2028) and provide continuity across the semester's modules.

Modules

Module 1 (Week of Aug 24—Synchronous): Course Launch & Introductions

- Readings: Course Launch; Syllabus Overview; Introductions
- Focus: Establishing norms, navigating the Canvas platform, and defining initial perceptions of literacy coaching.

Module 2 (Week of Aug 31): The Coaching Framework & Landscape

- Readings: Ippolito & Bean (Ch. 1); Knight (Ch. 1)
- Focus: The Content and Coaching in Context (CCIC) framework; distinguishing between the three approaches to coaching (facilitative, directive, dialogical).

Module 3 (Week of Sept 7): School Systems & Social Networks

- Readings: Ippolito & Bean (Ch. 2)
- Focus: How coaching disrupts and reveals school culture; leveraging social networks and adult development needs to build a coaching mindset.

Module 4 (Week of Sept 14): The Instructional Core in Literacy

- Readings: Ippolito & Bean (Ch. 3)
- Focus: Identifying the "what" and "why" of literacy coaching; analyzing data to know your student and teacher learners.

Module 5 (Week of Sept 21): Managing Change & Finding Reality

- Readings: Ippolito & Bean (Ch. 4); Knight (Ch. 2)
- Focus: Implementation as the essence of change; using video and student data to get an objective picture of classroom reality.

Module 6 (Week of Sept 28): Designing the Coaching Program Infrastructure

- Readings:
 - Ippolito & Bean (2024). Ch. 5: Designing a Coaching Program That Works
 - Knight (2018). Ch. 3. Questions to Identify a Peers Goal
- Focus: Coaching program design; creating structures to support sustainable coaching programs

Module 7 (Week of Oct 5): Formulating PEERS Goals

- Readings:
 - Ippolito & Bean (Ch. 6): Defining coaching roles and responsibilities
 - Knight (2018). Instructional Coaches' Toolkit (pp. 157–165)
- Focus: Defining coaching roles and responsibilities while partnering with teachers to create powerful, reachable, and student learning goals.

Module 8 (Week of Oct 12): The Role of Assessment in Instructional Coaching

- Readings:
 - Mokhtari and Consalvo (2017). Mapping a way to design, implement and evaluate literacy instruction in school settings.
 - Ippolito & Bean (Ch. 7): Differentiating Coaching Moves
- Focus: use of data to inform instruction

Module 9 (Week of Oct 19): Special Topic: The Instructional Partnership Initiative (IPI)

- Readings:
 - IPI Guidebook and related web-resources
 - Japanese Lesson Study Article and related web-resources
 - Relevant sections of Ippolito & Bean (Ch. 8); Knight (Ch. 4)
- Focus: The Instructional Partnership Initiative (IPI) whose core purpose is collaborative professional development for teachers.

Module 10 (Week of Oct 26): Sustaining healthy coaching systems

- Readings:
 - Ippolito and Bean (2024), Chapters 10 and 11
 - Knight (2018), Chapter 5.
- Focus: Sustaining healthy coaching systems with an emphasis on the meaningful professional learning opportunities coaches and teachers need to sustain a healthy coaching system

Module 11 (Week of Nov 2): Key success factors in coaching

- Readings:
 - Knight (2018). The Impact Cycle. What instructional coaches should do to foster powerful improvements in teaching.
 - Knight (2021). The Definitive Guide to Instructional Coaching: Seven Factors for Success.
- Focus: Jim Knight's Seven Factors for Success in coaching

Module 12 (Week of Nov 9—Synchronous): Interactive Class Session with Guest Speaker

- Readings: Ippolito, J., & Bean, R. M. (2024). *The power of instructional coaching in context*.
- Focus: Dr. Jacy Ippolito, co-author of *The Power of Instructional Coaching in Context*, will be our guest speaker. Be prepared to ask questions and seek answers regarding instructional coaching.

Module 13 (Week of Nov 16): MEd-Professional Portfolio Guidelines

- Readings: Program Portfolio Guide
- Focus: Selection, writing, and submission of Portfolio artifacts

Module 14 (Week of Nov 23): THANKSGIVING WEEK (No Classes)

Module 15 (Week of Nov 30): Course Wrap-up and Individual or Group Consultation

- Readings: Assignment guidelines
- Focus: Project submissions and course evaluations.

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