UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

READ 5310

Literacy Coaching Practicum

The University of Texas at Tyler

School of Education

Course: **READ 5310**
Semester & Year: **Fall 2024**
Location: **Graduate - Online**
Instructor Information: **Dr. Joanna Neel**
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Office Hours: **Mondays: 11:00 AM-2:00 PM & by appointment.**
First Day of Class: **Monday, August 26, 2024**
Census Date: **Monday, September 9, 2024**
Mid Term: **Monday, September 30, 2024**
Thanksgiving Break: **Mon. Nov. 25-Fri. Nov. 29, 2024**
Last Day to Withdraw: **Monday, November 4, 2024**
Last Day of Instruction: **Friday, December 6, 2024**
Finals Week: **December 9-13, 2024**
Last Day to Withdraw from Courses: Monday, November 4, 2024

Course Description: Field experience focused on expanding literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching and professional development work in authentic PreK-12 clinical and/or school settings. **A field-based practicum is required.** Prerequisite: READ 5309: *Foundations of Literacy Coaching.*

READ 5310 builds on the knowledge, skills, and experiences gained in READ 5309, which is designed to prepare you for the supervised practicum. 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 fieldwork 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 as a practicum for prospective and practicing teachers and instructional leaders who wish to develop and/or expand their literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching work in authentic school settings.

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

Course content incorporates the following standards for the preparation of reading professionals:
· *International Literacy Association* (ILA, 2017).
· *Texas Examination of Educator Standards* (TExES)
· *Texas Educator Standards* (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),
· *Texas State Board for Educator Certification Standards* (TSBECS, 2016)
· *Texas Prekindergarten Guidelines* (TPG 2015),
  International Society for Technology in Education Standards for Educators (ISTE),
· *Interstate New Teacher Assessment and Support Consortium* (InTASC) Standards,
· *College and Career Readiness Standards* (CCRS)

Student Learning Outcomes (SLOs): Upon successful completion of the requirements for this course, teacher candidates will be able to:
1. Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.

2. Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.

3. Apply knowledge and skills gained about literacy coaching research and best practices in the design, implementation, and evaluation of professional development programs for individual teachers, grade levels, and schools.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment

1. Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.	Course Readings Coaching Videos	Coaching Cycle Case Study Online Discussions Poll & Post	ILA: 6.1, 6.2 TExES: Standard IV TES: 6:Cii TSBECS:IV(4.11s) InTASC: 9 CCRS: IIA(2)(11)
2. Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.	Course Readings Case Study	Coaching Cycle Service-Learning Reflective Logs Case Study Online Discussions Equity Audit	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, and schools. Candidates model how to teach small group literacy instruction for the teacher they are coaching.	Course Readings Coaching Cycle Service-Learning Reflective Logs Case Study	Coaching Cycle Service-Learning Reflective Logs Case Study Online Discussions	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. Online Contributions (10 points). Throughout the semester, you will be expected to engage actively in online assignments, and activities aimed at strengthening your ability to critically read, synthesize, and interpret literacy research findings, as well as engage in literacy research activities. Your contribution to specific online activities is an important component of our shared pedagogical experience. Your active participation will help me to evaluate your overall performance as a class member, as well as making the class more interactive and engaging for all of us. In order to facilitate more collaboration between candidates, students may select to have synchronous collaborative meetings in Real Time Group Meetings (RTGM) to discuss progress on assignments, or upcoming projects.

2. Poll & Post (5 points)
Poll & Post Description — During the first week of class you will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. At an appropriate time, you will complete a post assignment that specifically addresses the same topic. (Poll = 1 point and Post = 4 points)

3. Equity Audit (15 points). As a literacy coach it is important to know and understand the principles, practices, and policies regarding diversity, equity, and inclusion at your school. This semester long project might help you answer the following questions:
- How does the school or district define equity?
- What are the measurable goals around equity and inclusion?
- How are the students thinking and feeling about equity and inclusion at school?
- How might some groups of students be experiencing school climate differently than others?
- What academic Achievement gaps might exist between groups of students?
- What groups of students may be over- or underrepresented in advanced course enrollment or gifted and talented programs?
- What groups of students may be over- or underrepresented in our disciplinary and behavioral data?
- What gaps might exist in the social-emotional development of different groups of students?
- How might teacher perceptions of students' SEL differ from what students are saying?
- How might attendance and chronic absenteeism rates differ by student group?
- What are the retention rates for teachers of color?
- How ready and equipped do teachers and staff feel to support all learners?
- How do families of different races, ethnicities, or cultures perceive the school climate?
- What factors may be preventing parents from different races, ethnicities, or cultures from helping their children learn?
- Does the school have a system that helps connect - and act on - inequities across all domains?

(Questions taken from: 15 Question Your District Needs to Ask to Investigate and Address

Equity)

For this semester-long project, you will complete an equity audit at your school, write a report of all the findings, and reflect on how you as the literacy coach can support the teachers with their literacy instruction to help ALL the students in their classrooms. (Make sure to use APA 7 formatting this report.)

3. Literacy Coaching Cycles (20 points). As part of this practicum course, you will engage in TWO full cycles of coaching with a classroom teacher. This teacher must be new to you in terms of coaching. You cannot have coached this teacher previously. (Choose a newer teacher, if possible, someone who will benefit from receiving support from a literacy coach.) To complete this project, I will want to "see" the TWO Pre-Observation and TWO Post-Observation stages of your coaching cycle. I expect you to video record your TWO pre-observation and TWO post-observation conference sessions with your teacher at a minimum. I need to listen to how you participate and lead the instructional coaching sessions. I am not evaluating what your teacher does, but rather I am specifically looking at what YOU are doing and your overall growth over time as a literacy coach. Candidates collaborate, mentor, lead and guide other classroom teachers through the assessment process, planning process, teaching process. In this course, candidates complete two coaching cycles with a teacher to assist them in designing and implementing evidence-based instruction to meet the literacy needs of their students. (Each Video Recording is worth 5 points.)

STAGE 1: IDENTIFY STAGE: Identify Instructional Goals

- BEFORE THE COACHING: Select the teacher you will coach throughout the semester and notify me of this information: Name, School, Grade. Have the teacher videotape themselves teaching a literacy lesson. The teacher will view the videotaped lesson first to identify an area of need or concern. You will then view the videotaped lesson and likewise identify potential areas of need or concern.
    - Schedule a date/time to meet to discuss the videotaped lesson.
    - Begin the Coaching Cycle with the teacher. You are to collect and submit evidence of your work with the teacher for each stage of the Coaching Cycle. You should have ample evidence of your work with and in preparation for your interactions with your teacher.
- PRE-OBSERVATION CONFERENCE (See pages 51 in *The Impact Cycle*): Meet with the teacher to discuss their thoughts about the lesson. After watching the initial videotaped lesson separately, some Pre-Conference question could include:
    - On a scale of 1 to 10, how close was the lesson to your ideal?
    - What would have to change to make the class closer to a 10?
    - What would your students be doing?
    - What would that look like?
    - How would we measure that?
    - Do you want that to be your goal?
    - Would it really matter to you if you hit that goal?
    - What teaching strategy will you try to hit that goal?
- IDENTIFY GOALS: During the Pre-observation Conference, together you will identify the area of need or concern. Ultimately, the teacher will identify their literacy instruction

focus/goal for the semester. (This goal needs to be a measurable goal.)
- o Determine the location, date, and time for the observation.
- o Determine your observation plan. (See pages 51-52 in *The Impact Cycle*).
- OBSERVATION: Observe the lesson and take observational notes. Collect data related to the teachers identified instructional focus/goal. If appropriate, talk with students and walk around the room during the observation. Set up a time for the post-observation conference.

STAGE 2: LEARN STAGE: Coaching

- POST OBSERVATION CONFERENCE (See Danielson Framework Post Observation Questions): Meet with the teacher to discuss the lesson.
  - o Share your data/observational notes with the teacher and let them discuss what went well and what did not go well with the lesson related to their identified instructional focus/goal.
    - ▪ Identify specific strategies that could support this teacher in their future literacy instruction.
- COACHING: Provide coaching opportunities related to identified teaching strategies.
  - o Explain the Teaching Strategies
  - o Set us a time to Model the Teaching Strategies
  - o Set up and plan a Co-Teaching lesson
  - o Set up a time for the teacher to observe another teacher in the school implementing the teaching strategy.
  - o Candidates model how to teach small group literacy instruction for the teacher they are coaching.

STAGE 3: IMPROVE STAGE: Progress Monitoring

- The teacher implements the teaching strategy in their own teaching. This lesson will be videotaped again. Observe the lesson being taught while taking observational notes.
- Collect data regarding the teacher's implementation of the teaching strategy and/or the students' progress towards the goal.
- Meet with the teacher to discuss implementation and progress toward the goal.
- At this point the teacher can make teaching modifications until the goal is met or shift their instructional focus/goal if their original goal was met. The coaching cycle begins all over again.

4. Service-Learning Field Reflection Log/Coaching Journal (10 Logs @ 1 point each = 10 points). This field-based course is designed as a service-learning course. Throughout the semester you will be serving as a literacy coach-in-training to the teacher(s) in your selected school in order to support their students that are struggling in their literacy development in some way. Through this work you will be serving the instructional needs of the teacher(s) that you are working with while also learning effective literacy coaching practices at the same time. The Case Study Report will serve as a culminating project of what you have learned throughout READ 5309 and READ 5310. (See #5 below for project details.)

Specifically, you will start working with your teacher(s) for a period of 12 weeks starting on or about the second week of class and ending on or about the 14ᵗʰ week of the semester or after you

have completed about 40 hours of coaching—assuming an average of 3.0 hours per week for 12 weeks. Also, be prepared to complete the Literacy Coaching Cycle (as indicated above in assignment #3) at some point in the field experience with the teacher of choice that includes two pre-observation conferences, two observations, and two post-observation conferences.

An important aspect of service learning is reflection. For this assignment you need to post a weekly Service-Learning Reflection Log/Coaching Journal for 10 consecutive weeks starting the fourth week of the semester and ending the 13th week of the semester regarding the work that you are completing with the student(s). You will specifically include a log of the days & times that you worked with the teacher(s) each week, and briefly answer questions a-e below with questions f-h being optional.

- a. How effective was your coaching this week? Explain.
- b. What was your strength as a literacy coach this week?
- c. How is/are your teacher(s) responding to your coaching? Explain.
- d. What do you need to do differently? Why?
- e. What is your next coaching step? Explain.
- f. What concerns you? Explain.
- g. What questions do you have?
- h. How can the course instructor support you during this field experience?

5. Case Study (30 points). In this semester-long, field-based project, you will have an opportunity to engage in an important component of literacy coaching work, which consists of working with at least one teacher to assess, analyze, coach, and post-assess. The overall goal of this project is for you to help lead the teacher in improving all aspects of their literacy teaching and to guide them in the implementation and evaluation of your plan of action. The case study should (a) be guided and informed by credible literacy coaching models and practices with documented effectiveness, (b) use current research, policy, and best practices relative to enhancing literacy instruction, and (c) be realistic with concrete steps and strategies to support the teacher.

You should plan on spending a minimum of 40 hours in completing this project. (Keep track of the amount of time and effort devoted to the completion of this project using a log into which you enter each day's clock time, hours' total, and task. (You can also keep track of your coaching time in your service-learning reflection log/coaching journal.) I will provide you with a timesheet to keep track of your hours.) Specifically:

- Set up a weekly planning/coaching/debriefing session with the teacher for 30-45 minutes.
- Set up a weekly (one-three times per week) to be in the teacher's classroom for lesson observations, modeling, and co-teaching opportunities.

Write a report (1000-1500 words) describing the project in terms of processes (what was done and how) and products (what was accomplished), particularly as they related to the literacy needs analysis and coaching. Prepare the report so that it can be shared with the school principal and teacher(s). (Make sure to use APA7 when formatting your report.) Organize your report around the following headings:

Introduction to the School & Teacher: Include any information that will help the reader to better understand your coaching field practicum placement in this particular school.

- What is the mission statement and/or vision statement for the school?
- Is there a school-adopted core reading curriculum that teachers are expected to use?
- What are the demographics of the students in the school? (Equity Audit)

- Interview the teacher.
- What grade level and content areas does the teacher teach?
- How many students do they have in their class? How long have they been teaching literacy? How long have they been teaching this grade level?

Literacy Assessment Data Collection and Analysis:

Have an initial Coaching Conversation with the teacher to determine their literacy instruction strengths and needs. What are the areas of their literacy instruction they want to focus/improve on specifically this semester (e.g., phonemic awareness, phonics, sight words, fluence, vocabulary, comprehension, etc.)? What are their literacy instructional goals?

- Find out how the teacher handles diversity, equity, and inclusion in her teaching by asking Culturally Responsive Coaching Questions.
- Collect any literacy assessment data available from the teacher (e.g., grades, notes on students, test scores, BOY data, end of semester data, etc.).
- Analyze the data collected to focus on their identified area of need.
- At the end of the semester, analyze and compare the pre-assessment data and post-assessment data to determine if there was any instructional progress of the teacher as a result of your coaching.

Literacy Coaching Cycle: What did you learn about your coaching AND the teacher from each stage of the literacy coaching cycle?

- Identify Stage
- Learn Stage
- Improve Stage

Reflection: At the conclusion of the semester, you will write a cumulative reflective experience paper about your coaching experience. This is not just a summary but where you discuss what

went well and why, what you would do differently and why, and what you learned from participating in the coaching cycle. Reflect on what you have learned about literacy coaching. How would you rate your ability to provide support to teachers through encouraging reflective dialogue, providing supportive feedback, locating resources, demonstration or co-teaching, and observation? Discuss the implications or applications of what you have learned for your own teaching and continuous professional learning.

Appendices: Include any observation notes, checklists, coaching documents as appendices in your report.

*Project Evaluation Criteria***:** The criteria for evaluating the project will be based on the extent to which you have adequately described (a) school and teacher, (b) pre-post literacy assessment data analysis, (c) literacy coaching cycles; (d) cumulative reflective statement relative to your learning and growth as a literacy leader/coach following completion of this project and course, and (e) appendices: literacy coaching documents. A project evaluation rubric using these elements will be used to evaluate the merits of the report.

6. Policy Critique

You will obtain a copy and critique district policies that impact the teaching and learning of literacy. Furthermore, you will obtain and critique a copy of the Academic Excellence Indicator System (AEIS) campus report card. You will specifically answer the following questions: What are the policies that deal with literacy? What are the specific literacy issues or potential literacy issues that you notice? Is literacy mentioned in the AEIS report? If so, what are specific literacy

topics that you notice? You will share the results with the campus leadership team who serve as a bridge to stakeholder communication, in an effort to provide information that may impact future campus goals, vision, and mission.

7. <u>Program Portfolio Artifact (QEP) (5 points)</u>

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 (l-lV). 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.

<mark>*Last day to Withdraw from Course: November 4, 2024*</mark>

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Online Contributions	10%	10 points	On-going

2. Poll & Post	5%	5 points	Week 1 & 7-12
3. Equity Audit	15%	15 points	On-going
4. Literacy Coaching Cycle	20%	20 points	On-going
5. Service-Learning Reflective Log - Coaching Journal	10%	10 points	On-going
6. Case Study	30%	30 points	On-going + Week 16
7. Portfolio Artifact	5%	5 points	Week 16
8. Policy Critique	5%	5 Points	Week 6
Totals	100%	100 points	

Performance Standards

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

Required Texts, Materials, & Supplies:

T1. Sisson D., & Sisson B. (2017). *The literacy coaching handbook: Working with teachers to increase student achievement.* New York, NY: Routledge.

T2. Shearer, B. A., Carr, D. A., & Vogt, M. (2019). *Reading specialists and literacy coaches in the real world* (4ᵗʰ ed.). Long Grove, Illinois: Waveland Press, Inc.

T3. Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching.* Thousand Oaks, California: Corwin.

T4. Geneva, G. (2018). *Culturally responsive teaching: Theory, research, and practice. New York*: Teachers College.

T5. Publication Manual of the American Psychological Association: 7th Edition, 2020 Copyright APA 7ᵗʰ Edition

6. Standards Documents
    a. *Specialized Literacy Professionals Matrix by Roles* (2017). International Literacy Association

    b. *Standards for the Preparation of Literacy Professionals* (2017). International Literacy Association.

    c. *Standards for the Preparation of Literacy Professionals* 2017 – Free Resources

7. 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:
- 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.

- Wexler, J., Swanson, E., Shelton, A. (2021). *Literacy coaching in the secondary grades: Helping teachers meet the needs of all students*. New York, NY: The GuilfordPress.

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)

    b. *Educational Leadership* (www.ascd.org)

    c. *Journal of Adolescent and Adult Literacy* (www.reading.org)

    d. *Journal of Educational Psychology* (www.apa.org)

    e. *Journal of Learning Disabilities* (www.ldanatl.org)

    f. *Journal of Literacy Research* (http://www.literacyresearchassociation.org/)

    g. *Language Arts* (www.ncte.org)

    h. *Reading Research Quarterly* (www.reading.org)

    i. *Tapestry Journal* (www.tapestry.usf.edu)

    j. *The Reading Teacher* (www.reading.org)

Course 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.	Standards for Coaching Models of Coaching Coaching Cycle Research-Based Coaching Practices Coaching Adult Learners	Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List) Online Contributions Literacy Coaching Cycle Policy Critique

2. Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.	Role of Assessment in Coaching Making Instructional Decisions Based on Data	Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List) Online Contribution Equity Audit Literacy Coaching Cycle Case Study
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, and schools.	Basics of Professional Development Providing Professional Support	Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List) Online Contributions Case Study