I. Course Description

Students in this course will explore the role of the literacy coach in working with teachers to improve instruction, strengthen capacity to use literacy data, and develop effective literacy communities within schools.

II. Rationale

Reading Specialists are professionals whose goal is to improve reading achievement in their assigned school or district positions. Their responsibilities and titles often differ based on the context in which they work, and their teaching and educational experiences. Their responsibilities may include teaching, coaching, and leading school reading programs. They may also serve as a resource in reading and writing for educational support personnel, administrators, teachers, and the community; provide professional development; work collaboratively with other professionals to build and implement reading programs for individuals and groups of students; and serve as advocates for struggling readers. Many have a specific focus that further defines their duties. For example, a reading specialist can serve as a teacher for students experiencing reading difficulties, as a reading or literacy coach, or as a coordinator of reading and writing programs at the school or district level. This class focuses on the role of the reading specialist as a reading or literacy coach.

1. The specialist may have primary responsibility for working with struggling readers. These professionals may provide intensive, supplemental instruction to struggling readers at all levels (Pre-K through 12). Such instruction may be provided either within or outside the student’s
classrooms. At times these specialists provide literacy intervention programs designed to meet the specific needs of students or they may provide instruction that enables struggling readers to fulfill requirements of the classroom reading program, or both.

2. **The specialist may have primary responsibility for working to support teacher learning.** These professionals, often known as literacy or reading coaches, provide coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices. They provide essential leadership for the school’s entire literacy program by helping create and lead a long-term staff development process that supports both the development and implementation of a literacy program over months and years. Such work requires these specialists to work with individuals and groups of teachers (e.g., working with grade level teams, leading study groups, etc).

3. **The specialist may have primary responsibility for developing, leading, or evaluating the school or district reading and writing program (early childhood through grade 12).** These professionals may assume some of the same responsibilities as the specialist who works primarily with teachers, but in addition they have responsibilities that require them to work with systemic change at the school and district levels. These individuals need to have experiences that enable them to work effectively as a coordinator and to be able to develop and lead effective professional development programs.

*Inspiring and Leading through Excellence in Education* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. This course provides students with an overview of historical and current themes that have impacted literacy coaching. *The purpose of this course is to provide an opportunity for Reading Specialists and Curriculum Leaders to study aspects associated with literacy mentoring and coaching in order to develop or expand a working knowledge of their roles and professional expectations as defined in current literature.*

**III. Textbooks**


**Short Discussion Articles (Available on the Literacy Coaching Clearinghouse website [www.literacycoachingonline.org](http://www.literacycoachingonline.org)):**

1. Reach for the Stars: Visions for Literacy Coaching Programs
2. Reading Coaching for Math Word Problems
3. Do’s and Don’ts for Literacy Coaches: Advice from the Field
4. PLC’s Meet PC’s: Technology Supported Literacy Coaching Within and Between Disciplines
5. One Conversation: Exploring the Role of Culture in Coaching
6. It is Not Just About Content: Preparing Content Area Teachers to be Literacy Leaders
7. Lessons Learned About Coaching from Reading First in Georgia
8. Principal Support for Literacy Coaching
9. Principals as Partners with Literacy Coaches: Striking a Balance between Neglect and Interference
10. What Supports do Literacy Coaches Need from Administrators in Order to Succeed?
11. Qualifications for Literacy Coaches: Achieving the Gold Standard
12. To Have or Not to Have? Factors that Influence District Decisions about Literacy Coaches
13. Considerations for Literacy Coaches in Classrooms with English Language Learners
IV. Course Objectives/Outcomes, Standards, Assessment:

<table>
<thead>
<tr>
<th>Objectives/Outcomes: Candidates will be able to</th>
<th>Standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the role and responsibilities of a Literacy Coach</td>
<td>SOE-5 IRA-6.3 DOE 24:16:08:52 – 3 DOE 24:16:08:52 - 4</td>
<td>Online Group Discussion and Responses Formal Papers Application Assignments</td>
</tr>
<tr>
<td>3. Develop materials used in the day to day work of a Literacy Coach</td>
<td>SOE-5 IRA-2.2 DOE 24:16:08:52 – 3 DOE 24:16:08:52 - 4</td>
<td>Online Group Discussion and Responses Formal Papers Application Assignments</td>
</tr>
<tr>
<td>4. Explain and apply knowledge of change elements in creating a literacy vision</td>
<td>SOE-5 IRA-2.1; 6.1,4 DOE 24:16:08:52 – 3 DOE 24:16:08:52 - 4</td>
<td>Online Group Discussion and Responses Formal Papers Application Assignments</td>
</tr>
<tr>
<td>5. Plan, deliver, and evaluate outcomes of professional meetings with administrators, teachers, and other stakeholders</td>
<td>SOE-5 IRA-2.1; 2.2; 4.2, 5, 6.4 DOE 24:16:08:52 – 3 DOE 24:16:08:52 - 4</td>
<td>Online Group Discussion and Responses Formal Papers Application Assignments</td>
</tr>
<tr>
<td>6. Provide effective feedback to teachers in written and verbal form</td>
<td>SOE-5 IRA-2.1; 2.2; 4.2, 5, 6.3 DOE 24:16:08:52 – 3 DOE 24:16:08:52 - 4</td>
<td>Online Group Discussion and Responses Formal Papers Application Assignments</td>
</tr>
<tr>
<td>7. Collaborate with peers</td>
<td>SOE-5 IRA-6.3 DOE 24:16:08:52 – 3 DOE 24:16:08:52 - 4</td>
<td>Online Group Discussion and Responses Formal Papers Application Assignments</td>
</tr>
</tbody>
</table>

V. Methods of Instruction and Activities

This class is an on-line class. Students will be required to participate in on-line group-discussion, reflection and response; write papers; and complete application assignments. This course has an established list of minimum technical requirements, which are stated in the Online Student Handbook.
VI. Grading Scale, Assignments, and Due Dates

Grading Scale

<table>
<thead>
<tr>
<th>Work Description</th>
<th>Point Range</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>(184 points) =</td>
<td>A</td>
<td>92% and up</td>
</tr>
<tr>
<td>Above Average</td>
<td>(166 points -183 points) =</td>
<td>B</td>
<td>83% to 91%</td>
</tr>
<tr>
<td>Average</td>
<td>(148 points -165 points) =</td>
<td>C</td>
<td>74% to 82%</td>
</tr>
<tr>
<td>Low, but acceptable</td>
<td>(130 points – 147 points) =</td>
<td>D</td>
<td>65% to 73%</td>
</tr>
<tr>
<td>Objectives not met</td>
<td>(0 points – 129 points) =</td>
<td>F</td>
<td>64% and down</td>
</tr>
<tr>
<td>Incomplete</td>
<td></td>
<td>I</td>
<td>by approval only</td>
</tr>
</tbody>
</table>

Points, Assignments, and Due Dates

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Introductions</td>
<td>8/25</td>
</tr>
<tr>
<td>5</td>
<td><strong>Group Discussion and Reflection – Coach’s Role and Responsibilities</strong></td>
<td>9/3</td>
</tr>
<tr>
<td>10</td>
<td>Compare-Contrast Paper – Literacy Coach/Reading Specialist</td>
<td>9/3</td>
</tr>
<tr>
<td>5</td>
<td><strong>Group Discussion and Reflection – Beginning Your Work</strong></td>
<td>9/10</td>
</tr>
<tr>
<td>15</td>
<td>Inclusive Job Description 3 Part Paper</td>
<td>9/10</td>
</tr>
<tr>
<td>5</td>
<td><strong>Group Discussion and Reflection – Scheduling, Organizing, and Documenting</strong></td>
<td>9/17</td>
</tr>
<tr>
<td>5</td>
<td>Use Something Form</td>
<td>9/17</td>
</tr>
<tr>
<td>5</td>
<td><strong>Group Discussion and Reflection – Change</strong></td>
<td>9/24</td>
</tr>
<tr>
<td>10</td>
<td>Reflective Speculative Paper – “Implementing Change”</td>
<td>9/24</td>
</tr>
<tr>
<td>5</td>
<td><strong>Group Discussion and Reflection – Working with Individuals and Groups</strong></td>
<td>10/1</td>
</tr>
<tr>
<td>10</td>
<td>Develop and Conduct Needs Assessment</td>
<td>10/4</td>
</tr>
<tr>
<td>5</td>
<td><strong>Group Discussion and Reflection – Working with Principals</strong></td>
<td>10/8</td>
</tr>
<tr>
<td>15</td>
<td>Principal – Coach Meeting Summary</td>
<td>10/8</td>
</tr>
<tr>
<td>5</td>
<td><strong>Group Discussion and Reflection – Working with Individual Teachers</strong></td>
<td>10/22</td>
</tr>
<tr>
<td>30</td>
<td>Conduct Classroom Visit, Follow-up Conference and Submit a Transcribed Analysis</td>
<td>10/22</td>
</tr>
<tr>
<td>5</td>
<td><strong>Group Discussion and Reflection – Working with Groups</strong></td>
<td>11/5</td>
</tr>
<tr>
<td>30</td>
<td>Develop and Lead a Teacher – Coach Learning Community Meeting and Submit a Summary With an Evaluation of Impact</td>
<td>11/5</td>
</tr>
<tr>
<td>10</td>
<td>Coaching in a Difficult Situation Summary Paper</td>
<td>11/12</td>
</tr>
<tr>
<td>5</td>
<td><strong>Group Discussion and Reflection – Using Data</strong></td>
<td>11/19</td>
</tr>
</tbody>
</table>
Assignments submitted after the deadline are considered late and subject to a 10% reduction for the first week, and an additional 10% the second week. Assignments will not be accepted after 2 weeks from the due date.

**Weekly Discussion Postings**

Each week you will discuss the information in the assigned readings and videos with the class/group on the discussion board by posting a 3-2-1 reflection and responding to the postings of your peers. A 3-2-1 reflection includes the following: 3 main points from the content discussed in detail; 2 connections to your current teaching or experiences; 1 question you have. Your reflection will demonstrate you have understood the essence (a summary of the main points) of the readings and are connecting that information to your current or future work as a literacy coach. Your question might be concerning something that was not clear in the readings or related to current practice and policy. **Note: You will be unable to read other’s work until you have posted your own reflection.**

After posting your own reflection, read and respond to a minimum of 2 classmates discussions. You might provide an answer to their question, raise one of your own, or share your own connection. Be sure to refer to the Online Student Handbook which includes information on Etiquette/Netiquette (also located at [http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf](http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf)).

Weekly Discussion Postings will be read and graded on a weekly basis by the instructor. Feedback will be posted to weekly discussions only as necessary. In order to earn all possible points, your reflection and responses must be made by midnight on Sunday of each week AND be of high quality.

The rubric below will be used to assign points relative to your efforts.

**Criteria/Rubric for Assigning Points to Weekly Group Discussion Summary and Learning Statement**

<table>
<thead>
<tr>
<th></th>
<th>5,4</th>
<th>3.2,1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Main points discussed in the group summary</strong></td>
<td>Adequate evidence – three or more main points were summarized.</td>
<td>Minimal evidence – fewer than 3 main points were summarized or were misrepresented.</td>
</tr>
<tr>
<td><strong>II. Connections are realistic and based on understanding of the readings</strong></td>
<td>Clear evidence Every area (significance to you, and application) is fully reflected in the response and the representation contains no misunderstandings or poor interpretations of the information.</td>
<td>Mixed evidence Only one area (significance to you, or application) is fully reflected in the response and the representation contains no misunderstandings or poor interpretations of the information.</td>
</tr>
</tbody>
</table>
The course assignments include five papers that are completed individually and submitted on the specified due dates below.

<table>
<thead>
<tr>
<th>Papers Assigned</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare-Contrast Paper – Literacy Coach/Reading Specialist</td>
<td>9/3</td>
</tr>
<tr>
<td>*Inclusive Job Description 3 Part Paper</td>
<td>9/10</td>
</tr>
<tr>
<td>Reflective Speculative Paper – “Implementing Change”</td>
<td>9/24</td>
</tr>
<tr>
<td>Coaching in a Difficult Situation Summary Paper</td>
<td>11/12</td>
</tr>
<tr>
<td>Personal Response Paper</td>
<td>12/3</td>
</tr>
</tbody>
</table>

*This paper is worth 15 points instead of 10, therefore the point values on the following rubric will be changed for this assignment. See description of the change with the rubric.

In completing each of the papers, keep the following expectations in mind: The scope of the paper should summarize the main points, discuss the relevance of the points, and present the information in a clear and concise manner.

Your task is to seek information from the readings and, **if you wish to earn the most points, must also cite references from outside of the assigned readings.** Be certain to cite references appropriately and to include a reference page using APA 6th Edition format. **Note the title page and reference page are NOT counted as part of the total length in the assignment.**

Because each paper is a graduate-level assignment, you will be expected to write each paper in a manner that follows APA format (most recent edition). Each paper is expected to be comprehensive in its treatment. Use 12 point type and double space lines in the body of the manuscript. Papers must be submitted as .doc or .docx documents (no pdf or rtf). The length of each paper should at least reflect the minimum number of assigned pages specified in the assignment (excluding title pages and references). Papers must be submitted under appropriate heading in the Assignment Drop Box. Papers will be graded within two weeks of submission—all grades and feedback will be conveyed to you through D2L.
Scholarly Papers Rubric

The *Criteria for Scholarly Papers* rubric provides descriptions of expectations for papers that will assist you in preparing your papers for submission and that will be used to assign points. Papers will be graded within two weeks of submission—all grades and feedback will be conveyed to you through D2L.

<table>
<thead>
<tr>
<th>Criteria Total Points</th>
<th>Excellent 10-9</th>
<th>Achieves 8-7-6</th>
<th>Falls Short 5-4-3-2-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets “achieves” criteria and extends by using 3 additional resources (beyond assigned readings)</td>
<td>Uses all assigned readings Includes text and figure/table of data Cites source for statements Information is accurate</td>
<td>Falls short of “achieves” in any respect.</td>
<td></td>
</tr>
<tr>
<td>Tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently professional and in an appropriate academic voice.</td>
<td>Generally professional and appropriate.</td>
<td>Not consistently professional or appropriate.</td>
<td></td>
</tr>
<tr>
<td>Grammar, Spelling, Writing Mechanics, sentence structure and word choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essentially free of grammatical errors; The writing is free or almost free of errors. Sentences well-phrased and varied Word choice is consistently precise and accurate.</td>
<td>A few grammatical errors; There are occasional errors, but they don't represent a major distraction. Sentences are correct with minor variety Word choice is generally good.</td>
<td>Several grammatical errors; The writing has many errors, and the reader is distracted by them. Some sentences awkwardly constructed. Word choice is adequate</td>
<td></td>
</tr>
<tr>
<td>Reference Quality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References are primarily peer reviewed professional journals or other approved sources; demonstrates extensive, in-depth research</td>
<td>Although most of the references are professionally legitimate, a few are questionable (e.g., web sources, popular magazines,)</td>
<td>Most of the references are from sources that are not peer reviewed and have uncertain reliability; some facts not referenced; displays minimal effort in selecting quality sources.</td>
<td></td>
</tr>
<tr>
<td>Citation Format</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA format is used accurately and consistently in the paper and on the &quot;References&quot; page. The references in the list match the in-text citations and all were properly encoded in APA</td>
<td>APA format is used with minor errors. Some formatting problems exist, or some components are missing.</td>
<td>There are several errors in APA format. References or Works Cited list were not cited in the text.</td>
<td></td>
</tr>
</tbody>
</table>

*The inclusive job description paper is worth 15 points instead of 10, therefore, the following point values will be used with this rubric for this assignment only: Excellent = 15-14-13; Achieves = 12-11-10-9-8-7; Falls Short = 6-5-4-3-2-1

VII. Course Schedule, List of Weekly Assigned Readings, Discussion Group Assignments, and Individual Assignments
Please note the syllabus design features below.

- Each unit will contain a thumbnail sketch of the assignments to be completed by group work and by individual students. This is just a brief description of assignments associated with the readings.
- Group work is designated in **green print** and individual assignments are highlighted in yellow.
- Assigned readings are color coded by text used for the reading and text title.
  - **Literacy Coach’s Survival Guide**
  - **Coaching for Balance**
  - Literacy Coaching Clearinghouse Articles (link provided on the content page of D2L or at – [www.literacycoachingonline.org](http://www.literacycoachingonline.org))
- Each unit will also have a detailed description of the application project. You will note that I have provided examples that may be used as frameworks to help complete the assigned application with many units. These are presented in brown ink.
- To help you keep on track with the timeline, each week you will see: the week number, the topic of the week, the Month and Monday date of the week (weeks run Monday-Sunday).

| **Thumbnail sketch of actions/activities to be completed.** | **Week 1: GETTING STARTED**
August 21 |
--- | --- |
Review the syllabus. Submit any questions you may have about the course to the professor. Begin reading. Post an introduction to the discussion board. | Please go to the Discussion Board and give the class a short introduction so we can begin to get to know each other. Please contact (on the discussion board) a few members from class. Syllabus – Read the syllabus. Submit any questions you have about the course to the professor. |

| **Thumbnail sketch of actions/activities to be completed.** | **Week 2: Literacy Coach’s Role and Responsibilities**
August 28 |
--- | --- |
Discussion Board: Discuss key points of the readings and write a 3-2-1 reflection. | Literacy Coach’s Survival Guide – Introduction Coaching for Balance – Chapter 1 – Checks and Balances: The Competing Demands of Literacy Coaching Literacy Coaching Clearinghouse Article – [www.literacycoachingonline.org](http://www.literacycoachingonline.org) |

| **Individual:** Write a short compare and contrast paper that compares and contrasts the role of Reading Specialist with that of Literacy Coach | 1. Considering Literacy Coaching Responsibilities in Terms of Teacher Change |

Explore the Literacy Coaching Clearinghouse website. Review the definitions and qualifications for literacy coach, reading coach, instructional coach, and reading specialist– [http://www.literacycoachingonline.org](http://www.literacycoachingonline.org)
Week 2 Individual Application Project (to be submitted to the assignment drop box the Sunday prior to the start of the next unit).

Brief Compare and Contrast Paper (2-3 pages)

Write a brief paper that compares and contrasts the roles of literacy coach with that of reading specialist.

- Use any figures or tables in the readings to clarify the written text in the paper. Cite the sources for all information used.

For example, you may want to include a figure like this in your paper.

<table>
<thead>
<tr>
<th>Reading Specialist</th>
<th>Literacy Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work directly with struggling readers Etc.</td>
<td>Work with teachers inside and outside of classrooms Etc.</td>
</tr>
</tbody>
</table>

Thumbnail Sketch of Assignments

Discussion Board:
Discuss key points of the chapters/readings and write a 3-2-1 reflection.

Individual Application:
Write a job description for Literacy Coach that includes information found in the readings.

Individual Application:
In Week 7 - review your job description with members of the class or your administrator, and then evaluate your written description against your reality.

Week 3: Beginning Your Work
September 4

Literacy Coach’s Survival Guide –
Chapter 3 - How do I begin my work as a Literacy Coach?
Chapter 4 – What are the Qualities of an Effective Literacy Coach?

Coaching for Balance –
Chapter 2– Creating Your Own Environment: The Coach as an Individual

Literacy Coaching Clearinghouse – www.literacycoachingonline.org

1. Do’s and Don’ts for Literacy Coaches: Advice from the Field
2. Qualifications for Literacy Coaches: Achieving the Gold Standard
3. What are the Characteristics of Effective Literacy Coaching?

Video: The Literacy Coaching Series Introduction explains important aspects of coaching.
Week 3 Individual Application Project (to be submitted to individual assignment drop box the Sunday prior to the start of the next unit) –  
Job Description Three-part Paper (2-3 pages)

Write an inclusive job description of a literacy coach as described by the readings and then have it critiqued by others in the class (if you are not employed as a reading specialist/literacy coach) or a principal or administrator in your school district (if you are employed as a reading specialist/literacy coach), and then evaluate the differences between what was stated in the materials read.

- An inclusive description must include citations from all major readings in the class and will specify what the role of a literacy coach is and is not according to the authors. An inclusive job description must include responsibilities of the literacy coach and qualities of the individual who will carry out the responsibilities (personal qualities and qualifications – content expert with experience teaching, demonstrated leadership, etc.)

After writing the description:

- Have another member in the class critique your description (you can post them to the discussion board or email a class member directly).
- Indicate the degree to which the description matches your role as a literacy coach and report your findings.

“This is what the literature says; this is what I, as a literacy coach, do.”

For example, you may want to include a figure like this in your paper.

<table>
<thead>
<tr>
<th>Characteristics of a Literacy Coach</th>
<th>Literacy Coach is…</th>
<th>Literacy Coach is not…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content expert – knows what to teach Etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inclusive Job Description

Duties

Qualifications

Degree to which my written job description (based on the readings) matches my true role as a literacy coach:
### Week 4: Scheduling, Organizing, and Documenting  
September 11

*Look through all books used in the course as well as the resources on the Literacy Coaching Clearinghouse or other websites and select forms that may be used to manage time, conduct meetings, record, plan, and provide feedback. Modify the forms to fit your situation. Many excellent forms can be found on the Tools tab of the Literacy Coaching Clearinghouse website. [http://www.literacycoachingonline.org/tools.html](http://www.literacycoachingonline.org/tools.html)*

### Week 4 Individual Application Project (to be submitted to individual assignment drop box the Sunday prior to the start of the next unit).

**Use Something in the Books in Your Context:**

Take any Table or Figure the authors included in our texts as examples that may be used to plan, schedule, organize, record/document, or provide feedback and use it in your setting.

Submit an example of the document and a description of how the document was used by you, what you learned, and how you would change the process or the form as a result of your experience. For example, take one of the tables or figures (like a survey) and use it with teachers that are in your school. Describe the context in which the material was used and what was learned from the action. What would or did you need to change to make this useful in your setting? What did you learn?

In addition, please share the document as a google doc with the class.

### Week 5: Change  
September 18

**Literacy Coach’s Survival Guide –**
- Chapter 1 – What Do The Experts Say About Educational Change?
- Chapter 2 – Why is Change So Difficult?

**Coaching for Balance –**
- Chapter 5 – Taking Risks: The Necessary Discomforts of Change

**Video:** Coaching and the GROW model  
[https://www.youtube.com/watch?v=xNLRo3jWPeo](https://www.youtube.com/watch?v=xNLRo3jWPeo)
**Week 5 Individual Application Project** (to be submitted to individual assignment drop box the Sunday prior to the start of the next unit).

**How You Will Use Knowledge of Change Elements and Focus to Plan for Change Paper (2-3 pages)**

Write a 2-3 page reflective speculative paper that tells how you will consider the elements of change and the focus of change as you create a plan for interacting with colleagues to develop a strong literacy vision (*Coaching for Balance – Chapter 5– Taking Risks: The Necessary Discomforts of Change*) in learning community meetings with teachers/principals.

*Change elements*: leadership (principals); implementers (teachers), the innovation (new idea or practice), and the process. (*Literacy Coach’s Survival Guide – Chapter 1 – What Do The Experts Say About Educational Change? Chapter 2 – Why is Change So Difficult?*)

*Change focus*: behavior, attitude, cognition, inquiry, systems, or culture. (*Literacy Coach’s Survival Guide – Chapter 1 – What Do The Experts Say About Educational Change? Chapter 2 – Why is Change So Difficult?*)

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**Thumbnail sketch of actions/activities to be completed.**

**Discussion Board:** Discuss key points of the readings and write a 3-2-1 reflection.

**Individual Application:**
- Develop a needs assessment survey based on the readings; administer that survey; used the information to plan a professional development session that will be delivered in the next month
- Identify useful forms in the chapters that you will use in your work with individuals and groups.

---

**Week 6: Working With Individuals and Groups**

**September 25**

*Coaching for Balance – Chapter 6– Teaching Towards Independence: Teachers as Professional Learners*

**Literacy Coaching Clearinghouse** – [www.literacycoachingonline.org](http://www.literacycoachingonline.org)

1. What Teachers Say They Changed Because of Their Coach and How They Think Their Coach Helped Them
Week 6 Individual Application Project (to be submitted to individual assignment drop box the Sunday prior to the start of the next unit) –

Develop and Conduct a Needs Assessment Survey

Create an assessment that samples the needs for literacy professional development in your school.

<p>|</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Interest Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment procedures</td>
<td>1</td>
</tr>
<tr>
<td>Etc (you select the items that are relevant)</td>
<td></td>
</tr>
</tbody>
</table>

EXAMPLE framework: Welcome statement here……

Develop a Form to Assess Professional Development Participant Learning

Create an evaluation form for professional development that measures participant reactions, learning, use of knowledge, and learning outcomes that you will use with professional development.

Administer the Needs Assessment Survey and Begin Planning a Professional Development Session that will be conducted in week 10

Plan a professional development based on data collected, deliver the professional development in week 10 of the class, and then analyze outcomes based on your assessment instruments.

Submit:

1. a copy of the needs assessment survey you developed,
2. a summary of the data you collected after administering the needs assessment,
3. a description of the topic of the professional development session that you will conduct in week ten, and
4. the evaluation form that will be used to assess learning as an outcome of the professional development session you will present in week ten.
Discussion Board:
Summarize key points of the chapters and readings. Discuss strategies you have used to work effectively with administrators. Write a 3-2-1 reflection.

Meet with your principal and discuss:
- The LC job description
- Plans for individual or group meetings
- Ways to work with the principal that will be most effective

Write a short paper that summarizes the main points from the meeting and what you learned.
Week 7 Individual Application Project (to be submitted to individual assignment drop box the Sunday prior to the start of the next unit) –

In all organizations there are unstated understandings that lead to expectations that may or may not be realistic. Clear understandings can only be achieved through discussion and putting to paper that which is not on paper. A starting point to clarify that which is unwritten or written is to discuss with your principal expectations and understandings of the role and responsibilities of the literacy coach.

**Conduct a Principal-Literacy Coach Meeting.**

Review your job description (if one exists) and after the meeting compare the stated or district written job description to the inclusive job description that was based on the readings (that you wrote earlier in the course - see week 3). What is different? What is similar? What did you learn?

Discuss any additional points as found in the readings that may apply to your situation:

- Visions of literacy coaching
- Your philosophy of coaching
- Communication with the principal and teachers
- Priorities for literacy in the district and needed actions
- Plans for meeting with groups and individuals
- Resources available
- The principal’s expectations for you
- Follow up meeting time and date.

Submit a brief summary (2-3 pages) of the meeting, a learning statement, and describe implications for your next steps.

**Figure Example**

You may want to include a figure like this in your paper.

<table>
<thead>
<tr>
<th>Similar</th>
<th>Different</th>
<th>I Learned</th>
<th>Next steps…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|Thumbnail sketch of actions/activities to be completed. | Week 8-9: Working With Individual Teachers  
October 9  
October 16 |
|---|---|
|Discussion Board: Summarize key points of the readings and video and write a 3-2-1 reflection. |**Literacy Coach’s Survival Guide** –  
Chapter 5 – How Can I Communicate Well With Teachers  
Chapter 6 – How Do I Coach Individuals?|
|Application: Conduct a classroom visit; record the visit; use the recording to transcribe portions of the visit; write a paper that analyzes the interaction based on information found in the readings. Share the analysis with your discussion group. |**Coaching for Balance** –  
Chapter 4 – The Organism and the Organization: Working with Individuals and Groups  
Chapter 7 – Developing Trust: The Language of Classroom Visitation|
|Video: The Model Coaching Conversation video simulates the kind of coaching conversation you will be conducting with the teacher you observe. What types of interactions do you notice? How does the “coaching talk” align with the readings?  
https://www.youtube.com/watch?v=AfbvspitraU |
Weeks 8-9 Individual Application Project (to be submitted to individual assignment drop box the Sunday prior to the start of the next unit).

Develop a written letter that explains the process you will follow when you visit a teacher’s classroom – see example I use (below). Use the letter you develop as a preconference discussion.

My EXAMPLE –
Keep in mind that I am conducting a school visit relative to the implementation of a specific intervention and the visits occur while I am training teachers in the specific intervention. Your letter may be very different than the one I have provided.

### Guidelines to Govern School Visits

#### Why
School visits provide us with the opportunity to: ask and answer questions, clarify procedures and rationales, problem-solve the issues, observe and analyze teaching actions in relation to the student’s strengths and current understandings, and summarize our own learning. I am providing these guidelines to create efficiency in the way in which teachers in training interact with me during school visits.

My first visit with you at your school is only to better acquaint me with you and your work space. These serve as operational guidelines starting with my second school visit.

#### Scheduling Visits
1. Teachers in training are required to be flexible in responding to the scheduled visit. This means that you will arrange to teach at a time that I can reasonably be there to observe.
2. Scheduled time must account for time before the lesson(s), time to teach lesson(s), and debriefing time. The entire session could take more than two hours to complete. Usually, I will observe you teaching two lessons and the debriefing will take place across both of the lessons.
3. Once scheduled, it is important that changes to the scheduled times, etc. are communicated to me in advance. This is necessary because I have to schedule a car to travel to your district to work with you.

#### During Visits
In general the following description reflects what will happen during visits. However, we may change the protocol based on observations or need.

1. Have lesson records available for all children whose lessons I will observe. Key things that we will discuss include: the number of lessons/weeks in the program, assessment data, updated records of progress, daily and weekly lesson records. As we review the lesson records we will talk about the children’s progress in reading and writing and discuss any concerns you may have. This discussion should be relatively brief -- 5-15 minutes total.

2. Next, you will teach and I will watch the lesson. During this time, I will take careful notes and formulate specific questions or points to discuss after the lesson. We will use my notes after the lesson to guide our discussion and help us plan next steps. I may make coaching points during and after the lesson. Coaching points are intended to help improve understanding of theory or practice. I may also demonstrate how to conduct a specific procedure with the children you are teaching (I will teach and you will watch).

3. After we have finished the teaching part of the visit, we will debrief. During the debriefing we will review the lesson and, based on what we discuss, will select a few points that become the focus of work for the next visit. You will record these points and we will set up a next meeting date.
Conduct a teacher classroom visit, use an observational form to take notes and a 20-30 minute follow-up conference – (videotape or audiotape the follow up conference and take notes during the classroom visit using one of the observational forms in the books or on the LCC website.

Use your audio/video recordings and create a written transcript of your follow-up conference. This will take some effort and time to complete the written transcript, so don’t delay your attention to this task.

Use the written transcript and your observational form and analyze your conference against what was learned by reading the materials for this unit. I have developed a brief guide that you can use as you complete your analysis. Feel free to expand the guide with information you have gleaned from other readings.

<table>
<thead>
<tr>
<th>Literacy Coach</th>
<th>Verbal Feedback</th>
<th>Written Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Choice</td>
<td>Identify Good/Poor Examples and explain why based in class readings</td>
<td>Identify Good/Poor Examples and explain why based in class readings</td>
</tr>
<tr>
<td>Message</td>
<td>Focused on positive</td>
<td>Guiding</td>
</tr>
<tr>
<td>Questions</td>
<td>Open</td>
<td>Closed</td>
</tr>
<tr>
<td>Thanking</td>
<td>Specific to task</td>
<td></td>
</tr>
<tr>
<td>Based on observed</td>
<td>Focused on what was observed</td>
<td>Used observational notes as references</td>
</tr>
<tr>
<td>Focus</td>
<td>Conference stayed focused</td>
<td>Feedback was specific</td>
</tr>
<tr>
<td>Overall</td>
<td>Evidence that learning occurred</td>
<td>Degree to which avoided feedback pitfalls</td>
</tr>
<tr>
<td></td>
<td>Making evaluative comments</td>
<td>Making judgments</td>
</tr>
<tr>
<td></td>
<td>Being overly critical</td>
<td>Getting off topic</td>
</tr>
<tr>
<td></td>
<td>Offering solutions without teacher input</td>
<td>Comparing teachers</td>
</tr>
<tr>
<td></td>
<td>Engaging in school gossip</td>
<td>Proselytizing</td>
</tr>
<tr>
<td></td>
<td>Not using observations to guide</td>
<td></td>
</tr>
</tbody>
</table>
Submit:
(1.) A copy of your letter
(2.) Your notes from the classroom visit (without identifying information – names).
(3.) A transcription of the follow-up conference between you and the teacher
(4.) A completed analysis of the follow-up conference using the provided form.

Points will be awarded as follows: up to, but not exceeding…

3 points for submitted copy of letter
7 points for comprehensive notes from the classroom visit
5 points for the complete transcript of the follow-up conference
15 points for the completed analysis of the follow-up conference

30 points total

<table>
<thead>
<tr>
<th>Thumbnail sketch of actions/activities to be completed.</th>
<th>Week 10-11: Working With Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Groups: Summarize key points of the readings and write a 3-2-1 reflection.</td>
<td>October 23</td>
</tr>
<tr>
<td>Application: Conduct a team meeting based on the needs assessment from week 6; use a Team Meeting Record Sheet to summarize.</td>
<td>October 30</td>
</tr>
</tbody>
</table>

**Literacy Coach’s Survival Guide –**
Chapter 7 – How Do I Coach Teacher Teams and Study Groups?

**Coaching for Balance –**
Chapter 4 – The Organism and the Organization: Working with Individuals and Groups

**Literacy Coaching Clearinghouse** – www.literacycoachingonline.org

1. Facilitating Teacher Study Groups

The following article from Edutopia provides tips for developing effective professional development sessions.
http://www.edutopia.org/blog/top-tips-highly-effective-pd-vicki-davis
Weeks 10-11 Individual Application Project (to be submitted to individual assignment drop box the Sunday prior to the start of the next unit)

**Develop and lead a “teacher – coach learning community” meeting.**
- Base the topic of the meetings on the needs assessment **completed in week 6 of the course.**
- Determine the type of team (Grade level, unit, or interest/need) you will lead, write a description, and indicate the purpose (see table 6 LCSG p. 83).
- Set goals and maintain records of each meeting (see table 7 LCSG pp.94, 96, and 97).

**Evaluate the impact of the team meeting.**

Submit: A summary of the completed needs assessment, an agenda for the meeting, a summary of the evaluation of the impact of the meeting, and a summary of next steps.

Points will be awarded as follows: up to, but not exceeding...

- 5 points – indication of the type of team (Grade level, unit, or interest/need) you lead, a description, and indicated purpose (see table 6 LCSG p. 83).
- 15 points – a summary of goals and records of the meeting (see table 7 LCSG pp.94, 96, and 97).
- 5 points – completed evaluation the impact of the team meeting
- 5 points - a completed summary with stated next steps

30 points total

---

**Thumbnail sketch of actions/activities to be completed.**

*With one other person in class, discuss key points of the chapters and share personal experiences relative to the unit topics. You may do this via email, phone, Skype, or using the chatroom feature. After that summarize what you learned in a paper that is submitted in the assignment box.*

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**Week 12: Coaching in Difficult Situations**

November 6

*Literacy Coach’s Survival Guide –*
  *Chapter 8 – How Do I Deal With Difficult Teachers?*
  *Chapter 9 – What About This Issue?*

*Coaching for Balance –*
  *Chapter 4–The Organism and the Organization: Working with Individuals and Groups (page 88 forward)*
**Week 12 Individual Application Project** (to be submitted to individual assignment drop box the Sunday prior to the start of the next unit) –

Discuss With One Other Person In Class and Summarize Your Learning in a Short Paper (2 pages)

With another member of class, discuss a (1) strategies you have used to build relationships, (2) what you have done to improve your skill at listening, (3) procedures you use to evaluate your own talk, and (4) a difficult situation you have encountered in your work in literacy leadership and what you did to resolve the situation. After sharing stories, discuss the readings. Do not use names or identifying information in your discussion.

Submit a 2 page summary of what you learned. From my discussion with (class member) and reading the unit materials, I realized that in a situation like (describe) a good strategy could be (describe) etc.

<table>
<thead>
<tr>
<th>Thumbnail sketch of actions/activities to be completed.</th>
<th>Week 13: Using Data November 13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Groups:</strong> Summarize key points of the chapter and your findings and write a 3-2-1 reflection.</td>
<td>Coaching for Balance – Chapter 8– Assessment Literacy: Learning to Make Sense of Data</td>
</tr>
<tr>
<td>Learn how data is used in your district (or the school you are working with to complete these assignments). Who analyzes the data? How are findings communicated to teachers? How are findings used to plan instruction? What role does the literacy coach have in the process?</td>
<td></td>
</tr>
</tbody>
</table>

**Week 13 Individual Application Project** (NONE)

<table>
<thead>
<tr>
<th>Thumbnail sketch of actions/activities to be completed.</th>
<th>Week 14: Surviving the Job November 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Board:</strong> Discuss key points of the chapters and write a 3-2-1 reflection.</td>
<td>Literary Coach’s Survival Guide – Chapter 10 – How Do I Survive This Job?</td>
</tr>
<tr>
<td>Coaching for Balance – Chapter 3– Taking Care of Yourself: Conserving Your Personal Resources</td>
<td></td>
</tr>
</tbody>
</table>

**Week 14 Individual Application Project** (NONE)
VIII. Class Policies

1. Incompletes are only issued in accordance with University Policy.

2. Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact:
   Ernetta L. Fox, Director
   Disability Services
   Room 119 Service Center
   (605) 677-6389
   www.usd.edu/ds; dservices@usd.edu.

3. Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

4. Student conduct is subject to all policies as specified in the most recent Graduate Catalog, the School of Education, and Graduate School at The University of South Dakota. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student found to have engaged in any form of academic dishonesty may be:
   a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Other References: