

**George Mason University**  
**College of Education and Human Development**  
**Literacy Program**

EDRD 681.1 – Collaboration and Communication in Literacy Coaching  
3 Credits, Fall, 2021

**Faculty**

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**Prerequisites/Corequisites**

Admission to the Literacy Coaching Graduate Certificate program

**University Catalog Course Description**

Examines research-based coaching models used in school settings. Explores approaches to coaching interactions with a variety of stakeholders in school-based contexts. Provides experiences with facilitating an observation-feedback cycle with individual teachers.

**Note:** This course requires students to conduct related practice in their own schools or specified field settings.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, October 18.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous class sessions do not have a “fixed” meeting day, our week will start on Wednesday, and finish on Tuesday.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Compare and contrast a variety of research-based coaching models, including consideration of their appropriate uses. (1.2, 1.4)
2. Explain how coaching might be used to support school reform and improvement. (1.3)
3. Implement a coaching cycle using coaching tools and processes to support individual teachers in order to demonstrate understanding of how coaching might improve student learning and teachers' professional learning. (2.3, 5.1, 5.4, 6.3, 7.2, 7.3, 7.4)
4. Self-assess and reflect on their own work as a coach, in part to recognize the impact of their own cultures and beliefs and to advocate for change to school policies and structures to support students of all abilities and backgrounds. (4.2, 4.4, 6.3)

### **Professional Standards (International Literacy Association)**

Upon completion of this course, students will have met the following standards for Literacy Coach Candidates from the International Literacy Association's *Standards for the Preparation of Literacy Professionals 2017*:

- 1.2 Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community–school partnerships, collaboration, coaching, and leadership.
- 1.3 Candidates demonstrate knowledge of major concepts, theories, and evidence-based foundations for developing, implementing, and evaluating schoolwide comprehensive literacy instruction and curriculum, including that of disciplinary literacy, pre-K through grade 12.
- 1.4 Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coach and its instructional and leadership dimensions.
- 2.3 Candidates collaborate and coach as a means of improving teaching practices and enhancing teachers' knowledge and skills of evidence-based classroom, supplemental, and intervention approaches and programs to improve student learning.
- 4.2 Candidates recognize their own cultures, belief systems, and potential biases and participate in and facilitate teacher engagement in both personal and systematic reflective practice to recognize teachers' cultures, belief systems, and potential biases.
- 4.4 Candidates advocate for change in school and societal practices and structures that are inherently biased or prejudiced against certain groups.
- 5.1 Candidates guide colleagues to meet the developmental needs of all learners, taking into consideration physical, social, emotional, cultural, and intellectual factors.
- 5.4 Candidates provide support to and coach teachers in developing a physical and social literacy-rich learning environment that includes appropriate routines, grouping structures, and positive social interactions.
- 6.3 Candidates use their knowledge of adult learning and leadership to support teacher inquiry and reflectivity by using coaching tools and processes (e.g., modeling, problem solving, observation–feedback cycles, coteaching) in their work with individual and groups of teachers.
- 7.2 Candidates develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices, design or revise literacy curricula, lead professional learning experiences, and facilitate family/community–school partnerships.

- 7.3 Candidates have one or more ongoing opportunities for authentic, school-based practicum experiences that include opportunities for candidates to network with and be mentored by other coaches.
- 7.4 Candidates receive supervision, including observation (in-person, computer assisted, or video analysis) and ongoing feedback during their practicum/clinical experiences by supervisors who understand coaching processes and tools, have literacy content and pedagogical knowledge, understand literacy assessment, and have coaching experiences.

### **Required Texts**

There are no required texts for this course.

### **Recommended Texts**

Brown, E. & L’Allier, S. K. (2020). *No more random acts of literacy coaching*. Heinemann.

Additional readings will be made available on Blackboard and through GMU Library databases.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations** (*See Blackboard for specific guidelines and rubrics for all assignments.*)

#### **1. Ongoing Participation (20%)**

As part of this class, you will participate in an ongoing, virtual coaching conversation with a group of peers in class. The object of this activity is to learn firsthand how coaching relationships can be developed and shared among colleagues in order to promote the development of literacy coaching knowledge. You will also keep a reflective journal describing your experience, noting your personal cultural and belief systems, how they implicitly and explicitly impact your decisions, and how you may choose to adapt your thinking to better lead literacy efforts in your school context.

#### **2. Text Talk (10%)**

You will create a video-based text talk to synthesize and summarize one module of readings (chosen from the syllabus required readings). You will include points for discussion to engage classmates in a brief video response to evoke asynchronous discussion. After presenting your Text Talk, you will compose a brief written summary of your classmates’ comments to further class understanding of using specific texts to support teachers’ understanding of literacy.

#### **3. Coaching Models Comparison (40%)**

The purpose of this assignment is to demonstrate understanding of various coaching models and to aid model selection when coaching colleagues in schools. You will assemble a chart to graphically display different coaching models and formats. Each entry will include details to support the following: key research annotations, context, utility and application, and considerations for selection. You will write a justification explaining your chart, including a brief synopsis and critical review of each model, qualities of language employed within each model, curricular needs/mandates to indicate model selection, and how models support student learning needs and teacher professional learning needs.

After creating the chart, you will select and compare two models. In a detailed, comprehensive paper, you will describe the purposes for employing each model during a coaching interaction. Fully explain and substantiate your choices with relevant research. Additional details will be provided in class.

#### **4. Coaching Interaction (30%)**

The purpose of this assignment is to practice implementation in order to develop hands-on understanding of a selected model. You will choose one of the models described in your paper (see above) to employ in a one-to-one coaching cycle with a colleague in your school. You will video-record and reflect on each step of your coaching cycle experience. You will submit a written reflection on the implementation cycle. Your written reflection should also include an analysis of your coaching moves, language and questioning/feedback to your colleague/coaching partner. In addition to reflecting on your own practice, you will also work in a collaborative peer group to reflect/respond to group members' submissions.

Coaching cycle: (a) You will begin with an instructional consultation where you and your colleague discuss classroom data and instructional needs for a group of students within the class. (b) You will assist your colleague in drafting a clear, data-guided lesson plan that addresses the identified need. (c) You will observe your colleague teaching the lesson (in person or via video). (d) Then you will meet with your colleague to debrief the lesson and plan next instructional steps.

- **Other Requirements**

##### ***Assignment Guidelines***

All assignments should be turned in by 11:59 p.m. on the date noted in the course schedule. Unless arrangements have been made with your instructor beforehand, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should follow APA (7th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). When submitting electronic files, please name the files using your first and last name and assignment title (ex: JOHN\_DOE\_ArticleCritique1.docx).

##### ***Advising***

Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, graduation information, and program updates. To access it, (a) login to Blackboard, (b) click the *Organizations* tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

- **Grading**

##### *Grading Scale*

A	= 94 – 100%
A-	= 90 – 93%
B+	= 87 – 89%
B	= 84 – 86%
B-	= 80 – 83%
C	= 75 – 79%
F	= below 75%

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

Date	Topics	Readings & Assignments Due
Module 1 Oct 20  <b>Course week:            Wed-Tues</b>	Course Introduction  Introduction to Effective Coaching  Elements of Effective Coaching  Positioning	<ul style="list-style-type: none"> <li>– Knight, J. (2021, September). Hey instructional coach, what do you do? Gaining deeper understanding of coaches’ roles and impact. <i>Educational Leadership</i>, 79, 80-81.</li> <li>– ILA Literacy Leadership Brief – Literacy Coaching for Change: Choices Matter (2018)</li> </ul>
Module 2 Oct 27	Defining Models of Coaching Hard-Soft Coaching Continuum  Coaching Moves and Stances  Questioning Techniques  Feedback Techniques	<ul style="list-style-type: none"> <li>– McKenna &amp; Walpole, Ch 1 &amp; 2</li> <li>– Rodgers &amp; Rodgers, Ch. 8</li> <li>– Knight, J. (2019, November). Why teacher autonomy is central to coaching success. <i>Educational Leadership</i>, 77, 14-20.</li> <li>– <b>Sign up: Text Talks</b></li> </ul>
Module 3 Nov 3	Peer Coaching  Reciprocal Peer Coaching  Coaching Cycle: Data Discussions, Lesson Planning, & Observing	<ul style="list-style-type: none"> <li>– Showers, B., &amp; Joyce, B. (1996). The evolution of peer coaching. <i>Educational Leadership</i>, 53(6), 12-16.</li> <li>– Jewett, P., &amp; MacPhee, D. (2012). A dialogic conception of learning: Collaborative peer coaching. <i>International Journal of Mentoring and Coaching in Education</i>, 1(1), 12-23. doi:10.1108/20466851211231594</li> <li>– Jewett, P., &amp; MacPhee, D. (2012). Adding collaborative peer coaching to our teaching identities. <i>The Reading Teacher</i>, 66(2), 105-110. doi:10.1002/TRTR.01089</li> </ul>

Date	Topics	Readings & Assignments Due
		<ul style="list-style-type: none"> <li>– <b>DUE: Coaching Interaction: Identify Partner</b></li> </ul>
<p>Module 4 Nov 10</p>	<p>Fostering Reflective Coaching</p> <p>Cognitive Coaching: Supporting the Teacher as a Reflective Learner</p> <p>Coaching Cycle: Observing</p>	<ul style="list-style-type: none"> <li>– Batt, E. G. (2010). Cognitive coaching: A critical phase in professional development to implement sheltered instruction. <i>Teaching and Teacher Education</i>, 26, 997-1005 doi: 10.1016/j.tate.2009.10.042</li> <li>– Stover, K., Kissel, B., Haag, K., &amp; Shoniker, R. (2011). Differentiated coaching: Fostering reflection with teachers. <i>The Reading Teacher</i>, 64(7), 498-509. doi:10.1598/RT.64.7.3</li> <li>– Costa &amp; Garmston, Ch. 1-3</li> <li>– <b>DUE: Coaching Interaction: Lesson Plans</b></li> </ul>
<p>Module 5 Nov 17</p>	<p>Prescriptive Coaching &amp; Fidelity</p> <p>Program-oriented coaching</p> <p>Disciplinary Coaching-Secondary Schools</p> <p>Coaching Cycle: Debriefing</p>	<ul style="list-style-type: none"> <li>– <b>CHOOSE 1: Atteberry &amp; Byrk (2011). Analyzing teacher participation in coaching activities. <i>Elementary School Journal</i>, 112(2), 356-382.</b></li> <li>– <b>Biancarosa et al. (2010). Assessing the value-added effects of literacy collaborative professional development on student learning. <i>Elementary School Journal</i>, 111(1), 7-34.</b></li> <li>– Hasbrouck, J. &amp; Denton, C. A. (2007). Student-focused coaching: A model for reading coaches. <i>The Reading Teacher</i>, 60, 690-693. doi:10.1598/RT.60.7.11</li> <li>– Walpole, S. &amp; Meyer, C. K. (2008). Models for coaching: Making them work for preschools. In L. Justice &amp; C. Vukelich (Eds.). <i>Achieving excellence in preschool literacy instruction</i> (pp. 69-83). New York, NY: Guilford.</li> <li>– Cantrell, S., &amp; Hughes, H. K. (2008). Teacher efficacy and content literacy implementation: An exploration of the effects of extended professional development with coaching. <i>Journal of Literacy Research</i>, 40(1), 95-127. doi:10.1080/10862960802070442</li> <li>– <b>DUE: Coaching Interaction: Observations</b></li> </ul>
<p>Module 6 Nov 24</p>	<p>Impact Cycle</p> <p>Comparison of Coaching Models</p>	<ul style="list-style-type: none"> <li>– Knight et al. (2018). Evaluation of video-based instructional coaching for middle school teachers: Evidence from a multiple baseline study. <i>The Educational Forum</i>, 82, 425-442 doi: 10.1080/00131725.2018.1474985</li> </ul>

Date	Topics	Readings & Assignments Due
		<ul style="list-style-type: none"> <li>– Knight et al. (2015, February). 3 steps to great coaching: A simple but powerful instructional coaching cycle nets results. <i>Journal of Staff Development</i>, 36, 10-18.</li> <li>– <b>DUE: Coaching Interaction: Debrief</b></li> </ul>
Module 7 Dec 1	Balanced Coaching Critical Coaching Decisions  Identifying & Evaluating Social, Political & Cultural Contexts in Which Models are Enacted	<ul style="list-style-type: none"> <li>– Ippolito, J. (2010). Three ways that literacy coaches balance responsive and directive relationships with teachers. <i>The Elementary School Journal</i>, 111(1), 164-190. doi:10.1086/653474</li> <li>– Coburn, C. E. &amp; Woulfin, S. L. (2012). Reading coaches and the relationship between policy and practice. <i>Reading Research Quarterly</i>, 47, 5-30. doi:10.1002/RRQ.008</li> <li>– <b>DUE: Coaching Interaction: Complete project</b></li> <li>– <b>DUE: Text Talks</b></li> </ul>
Module 8 Dec 8	Bringing it All Together: Selecting Models for Successful Coaching Interactions	<ul style="list-style-type: none"> <li>– <b>DUE: Coaching Models Comparison (chart and paper)</b></li> </ul>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).



- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- • Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**