

George Mason University
College of Education and Human Development
Literacy Program

EDRD 681.1 – Collaboration and Communication in Literacy Coaching
3 Credits, Fall, 2022

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

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

- 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/

Expectations

- Course Week: Because asynchronous class sessions do not have a “fixed” meeting day, our week will start on Thursday, and finish on Wednesday.
- 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

Gross Cheliot, L.M. & Reilly, M. F. (2018). *Coaching conversations: Transforming your school one conversation at a time*. Corwin.

Recommended Texts

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

Knight, J. (2016) *Better conversations: Coaching ourselves and each other to be more credible, caring, and connected*. Corwin.

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 (15%)

The purpose of this assignment is to interact with your peers and reflect on your weekly learning. There are 6 online modules. In each module, you will engage in an array of activities, including recording your thoughts, reactions, connections, and questions related to assigned readings and content, online discussions, and reflective journaling. These activities are designed to encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding.

Each weekly module will open on Thursday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the following Wednesday (see the class schedule for specific dates). Once each module is opened, it will remain open so that you may go back and review content from previous weeks.

Work submitted late will not be accepted unless prior arrangements have been made.

2. Coaching Infograph (20%)

The purpose of this assignment is to explore the topic of coaching from the perspective of another field. You will select and read a book about coaching (booklist will be provided or you may choose your own text with instructor approval). Then, you will design an infograph, summarizing key aspects of the book and making connections to your work as a literacy or instructional coach.

Further direction and rubric available on Blackboard.

3. Coaching Models Comparison (25%)

The purpose of this assignment is to demonstrate your understanding of coaching models and how to select a model when coaching colleagues in schools. You will create a comprehensive chart or concept map comparing and contrasting at least 4 coaching models.

Then, you will write a 2- page analysis, summarizing your learning about the coaching models and connecting it to your work with colleagues.

4. Coaching Interaction (40%)

The purpose of this assignment is to practice implementing a coaching model. You will choose one of the models discussed in class 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.

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 or co-teach with 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.

You will take reflective notes after each part of the cycle to submit to your instructor. Then, you will choose to (1) write a 4–5-page reflection on what you learned or (2) create a 5–7-minute multimedia presentation reflecting on what you learned. Directions and rubric on Blackboard.

- **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, 5% 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).

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (<https://writingcenter.gmu.edu/>) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

Communication

Email is my preferred form of communication, so please check your GMU email account daily as that will be the account I use to contact you. I am always available via email, but please allow a 48-hour response time for replies. If you have not heard from me within 48 hours, please email me again. I will also host regular online office hours throughout the semester or will meet with you by phone or online at other times by appointment.

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/policies-procedures/>

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 <https://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 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/](#).

- ï For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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

Class Schedule: Course week: Thursday- Wednesday

Date	Topics	Readings & Assignments Due
Course Opening Oct. 17 th - 19 th	Course Introduction Syllabus Review	<ul style="list-style-type: none">- Review the syllabus and course orientation module.- Select and submit text choice for independent reading assignment.
Module 1 Oct 20 th -26 th	Coaching conversations: <ul style="list-style-type: none">• Coaching role.▪ Coaching models.	<ul style="list-style-type: none">– Gross Cheliotas & Reilly, chpts. 1-2– ILA Literacy Leadership Brief – Literacy coaching for change: Choices matter (2018).– Lowenhaupt, McKinney, & Reeves (2014) Coaching in context: The role of relationships in the work of three literacy coaches.

Date	Topics	Readings & Assignments Due
<p>Module 2 Oct 27th-Nov. 2nd</p>	<p>Engaging in coaching:</p> <ul style="list-style-type: none"> • Coaching cycle: Data Discussions, lesson planning, & observing • Impact cycle. • Listening, questioning, & feedback. 	<ul style="list-style-type: none"> – Gross Cheliotas & Reilly, chpts. 3, 4, & 5 – Knight et al. (2015, February). 3 steps to great coaching: A simple but powerful instructional coaching cycle nets results. – Knight, J. (2022). In Coaching, “One Size Fits One”: Coaching is “adaptive” work, but it needs structure to be impactful.
<p>Module 3 Nov. 3rd – 9th</p>	<p>Structuring coaching interactions:</p> <ul style="list-style-type: none"> • Implementation model • Student focused coaching • Problem-solving model • Video-based coaching • Coaching Stances 	<ul style="list-style-type: none"> – Gross Cheliotas & Reilly, chpt. 6 – Hasborouk, J. (2017) Student focused coaching. – Knight et al. (2018). Evaluation of video-based instructional coaching for middle school teachers: Evidence from a multiple baseline study – Toll, C. (2017) A problem-solving model for literacy coaching practice. <p>DUE: Coaching Infograph</p>
<p>Module 4 Nov. 10th- 16th</p>	<p>Structuring coaching interactions:</p> <ul style="list-style-type: none"> • Cognitive Coaching • Culturally responsive coaching. • Disciplinary Coaching • Peer Coaching 	<ul style="list-style-type: none"> – Costa, A., Garmston, R., Ellison, & Hayes, C. (2015). <i>Cognitive coaching: Developing self-directed leaders and learners</i>. (Part 1) – Di Domenico, Elish-Piper, L., Manderino, M., & L’Allier, S. K. (2018). Coaching to support disciplinary literacy instruction: Navigating complexity and challenges for sustained teacher change. – Holliday, C. G. (2021). Culturally relevant coaching: Empowering new teachers – Hsieh, Lin, H., Liu, S.-C., & Tsai, C.-Y. (2019). Effect of peer Coaching on teachers’ practice and their students’ scientific Competencies.

Date	Topics	Readings & Assignments Due
Module 5 Nov. 17 th - Nov.23 rd	Communicating in coaching. <ul style="list-style-type: none"> • Building trust. • Coaching moves. 	<ul style="list-style-type: none"> – Finkelstein. (2019). Doing our part: Trust and relational dynamics in literacy coaching. – Ippolito, J. (2010). Three ways that literacy coaches balance responsive and directive relationships with teachers. – Reichenberg, & Boyd, F. B. (2019). The functions of consonance and dissonance in the dialogue of secondary-level literacy coaching.
Thanksgiving Break November 24 th - 25 th		
Module 6 Nov. 28 th - Dec. 7 Note: this module is adjusted in dates due to break.	Coaching contexts: Applying school-wide frameworks	<ul style="list-style-type: none"> – Brieske-Ulenski, A. and Kelley, M.J. (2022), A fresh look at literacy coaching: Employing a clinical literacy coaching framework to improve literacy instruction and student achievement. – Sailors, M., & Price, L. (2015). Support for the improvement of practices through intensive coaching (SIPIC): A model of coaching for improving reading instruction and reading achievement.
Monday December 12th		<ul style="list-style-type: none"> – DUE: Coaching Interaction Project – DUE: Coaching Comparison