



LTCY 532: Literacy Leadership & Coaching

Fall 2024 Syllabus

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Office Hours:
By appointment (via Zoom, phone, or in person)

Class Location: Online

*Note: This document and other class related materials are available on our course site at <https://wku.blackboard.edu>.

Course Description: A course intended for advanced literacy professionals to learn best practices for providing professional learning opportunities in the workplace, developing professional learning communities, leading in school-wide literacy development, and developing the skills of peers and experienced colleagues in the field of literacy.

Prerequisites: LTCY 519, LTCY 523, LTCY 524, LTCY 527

Major Course Topics:

- Roles of Literacy Leaders: Literacy Leadership and Collaboration
- Teachers as Literacy Leaders
- The Reading/Literacy Specialist
- Literacy Coaches as Literacy Leaders
- Program Development, Implementation, and Evaluation Related to Literacy
- Using Literacy Assessment to Improve Student Learning
- School-wide Literacy Programs
- Differentiated Literacy Instruction
- Fostering Effective Writing Instruction Across the Grades
- Literacy Leadership in the Digital Age
- Developing Effective Home-School Literacy Partnerships
- Enactment of Reading Policy: Leading and Learning for Literacy and Equity

Learning Outcomes: Upon completing this course, students will be able to:

1. Demonstrate knowledge of the various roles of literacy leaders.
2. Exhibit ability to engage groups in discussion related to literacy program improvement.
3. Create a literacy program improvement plan.

Textbooks and Required Materials:

Bean, R.M. & Goatley, V.J. (2020). *The literacy specialist: Leadership and coaching for the classroom, school, and community* (4th ed.). Guilford.

Additional readings will be provided by the instructor.

Description of Course Assignments:

Professionalism, Participation, Collegiality: (10 points)

You are expected to be a fully participating member of this class. All students are expected to contribute to this community of learners by being positive participants in all **discussion board, Flipgrid, Padlet, and other interactions with faculty and classmates.**

Responses to Readings: (100 points = 10 points each) (ILA Standards: 1, 2, 4, 5; KTPS: 4)

To facilitate development of reflective practice and reflective decision making; and to evaluate the interrelationships and application of educational theory and classroom practices, students will respond to prompts in the form of discussion board entries, Flipgrids, etc.

The purpose of this assignment is to allow students to reflect, explore, and dialogue with the university instructor and with **each other** concerning topics and issues discussed in class or as these issues relate to the experiences of the student. Scoring for this assignment will be based on the following criteria:

- thoughtful insights
- all responses posted by DUE dates
- sharing of experiences specific to topic of discussion
- specific references to information from our text or other outside readings
- (references must accompany)

School-Based Specialized Literacy Professional Reflective Paper: (40 points) (ILA-ALP: 1,6; KTPS:

9) After reading the ILA Research Brief “*The Multiple Roles of School-Based Specialized Literacy Professionals*” and Chapter 1 of Bean and Goatley: *The Role of Literacy Professionals in Schools, Classrooms, and Communities*, write a 3–4-page paper in which you answer the following questions, citing your sources:

- How has the role of the literacy specialist evolved in recent years?
- What are the multiple roles and responsibilities of literacy specialists in today’s schools and how are they enacted?
- Analyze your own knowledge and skills in relation to the three areas of focus required of literacy specialists: student, teacher, system. What are your strengths and where do you think you may need to gain additional experience or knowledge in reaching the goal of being an effective Literacy Specialist?

Coaching Task and Reflective Paper: (25 points) (ILA-ALP: 3,6,7; KTPS: 5, 7, 8, 9, 10)

Using the information from all of this module’s readings, identify a teacher who is willing to work with you to practice your skills as a literacy coach/specialist. Work with this teacher to identify a PEERS goal, using the steps provided in the Impact Cycle, chapter 3.

Decide together if you will be most helpful by modeling, co-planning, problem solving, observing and providing feedback, co-teaching, providing resources for the teacher, or a combination of the two. Then, be the coach- complete a coaching cycle with that colleague.

Write a reflection paper in which you answer the following: 1. Describe the actions you took in this process. 2. What did you learn from the planning conversation and the PEERS goal setting? 3. What was the outcome of your coaching? Be sure to include feedback you glean from the participant.

Observation Tool Creation: (15 points) (ILA-ALP: 3, 6; KTPS: 9, 10) Based on the information you read in the chapter that relates most to your current placement and using your findings of effective curriculum and instruction discussed in the chapter, create a brief classroom observation tool that addresses these findings.

Professional Learning Virtual Session and Reflection: (50 points) (ILA-ALP: 2,3,6,7; KTPS: 7,9,10) Using information from the guidelines in chapter 5 of *The Literacy Specialist* (Bean & Goatley, 2020) and *Shifting from Professional Development to Professional Learning: Centering Teacher Empowerment* (NCTE, 2019) prepare a virtual Professional Learning Session in which you teach a specific idea or strategy related to literacy for one of the following: classmates in this course or colleagues in your school.

Create a slide presentation and record yourself teaching the PL session on YouTube (or another accessible format that allows you to share video with a link). You will share the link with the selected group (and the professor) and include an evaluation form (based on Guskey's (2000) Five Critical Levels of Professional Development Evaluation) for participants to provide feedback.

Use the feedback to reflect on the session. Write a 1–2-page paper sharing what concepts from the course reading you incorporated in your PL session, what went well, and what the feedback (and your own reflection) helped you to see could be improved. Finally, how would you improve that PL session for future opportunities?

Literacy Program Improvement Plan: (50 points) (ILA-ALP:2,3,5,6,7; KTPS: 7,8,9,10): Candidates collaborate with other professionals to develop a vision and goals for the school or district-based literacy program that is comprehensive, coherent, and evidence based. Candidates develop an action plan for developing a comprehensive literacy plan that includes goals, activities, or action steps, and an evaluation plan.

Include a needs assessment or a summary of the school or district's Comprehensive School Improvement Plan (CSIP) to share needs related to literacy and data related to these needs.

How will your plan address the needs of the various constituents that the Literacy Specialist serves? Provide specific plans that you would like to enact in your school and include research to defend your plans for how you would like to complete these in the future.

Students:

- Instruction
- Intervention
- Advocacy

Teachers:

- Collaboration/support (co-teaching, co-planning, data analysis, etc.)
- Serving as a resource
- Providing professional learning (coaching, modeling, leading data teams, leading workshops, etc.)

System-focused:

- Collaboration with principal and other leadership staff
- Community partnerships and advocacy

- Interpretation of assessment across classrooms and in school—for informing instruction and accountability
- Curriculum and program design (materials selection and development; leadership team facilitation; making presentations)
- Managerial responsibility (paperwork, writing proposals)

Reflection:

- How has this process helped you to better understand the roles of the Advanced Literacy Professional/Literacy Specialist?
- Refer back to your initial writings in this course when you identified
- areas in which you needed to grow to be a productive Literacy Specialist.
- How have you grown in this area and how do you need to further develop yourself to be a more productive Literacy Specialist?

Course Grading and Evaluation:

Assignment Name	Point Value	DUE DATES
Professionalism, Participation, Collegiality	10	See course calendar for due dates.
Responses to Readings	100	
School-Based Specialized Literacy Professional Reflective Paper	40	
Coaching Task and Reflective Paper	25	
Observation Tool Creation	15	
Professional Learning Virtual Session and Reflection	50	
Literacy Program Improvement Plan	50	
Total	285	

The following represents the grade equivalent for accumulated points:

- A = (93-100%)**
B = (85-92%)
C = (77-84%)
D = (70-76%)
F = (<69%)

University & Course Policies:

ADA Accommodations:

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Attendance and Participation Policy:

While physical attendance in an online course is not expected, attending to the assignments and readings in an online course is. Students are expected to maintain a regular presence in the Blackboard course site. Participation in online discussion boards is required.

CHAT GPT & Generative Artificial Intelligence:

In this class you are free to use generative artificial intelligence (AI) tools on assignments and activities in this course. **If you chose to utilize AI, you will be expected to properly document and cite this information.** For this course, we will use (*APA 7th Edition. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.*)

Classroom Communication: When referring to classroom observation experiences, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. Please use "people first" language. That means, that you always refer to a person first and the disability as secondary. For example, person with Downs Syndrome is correct –downs syndrome student is incorrect. Points will be deducted for misuse of people first language. You must use WKU email for all correspondence, except for when a google account is needed for various online tools. Your professor will email you at your WKU email address.

Formatting:

All papers submitted in this course will be typed and formatted according to the *Publication Manual of the American Psychological Association* (7th ed.). **APA style will not be taught as a part of this course.** Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references:
<http://www.apastyle.org/elecref.html>

Inclusion Statement:

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Pregnant & Parenting Students:

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

Title IX/ Discrimination & Harassment:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Kentucky Teacher Performance and InTASC Standards:

Standard 4: Content knowledge.

The teacher shall: a) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of content.

The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment.

The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7: Planning for instruction.

The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 9: Professional Learning and ethical practice:

The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10: Leadership and collaboration.

The teacher shall seek appropriate leadership roles and opportunities to: a) Take responsibility for student learning; b) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and c) Advance the profession.

ILA Advanced Standards for Reading/Literacy Specialist:

1: Foundational Knowledge

Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of the reading/literacy specialist in schools.

2: Curriculum and Instruction

Candidates use foundational knowledge to design literacy curricula to meet the needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

3: Assessment and Evaluation

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

4: Diversity and Equity

Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

5: Learners and the Literacy Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

6: Professional Learning and Leadership

Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

7: Practicum/Clinical Experiences

Candidates complete supervised, integrated, extended practical/clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practical include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.