Independent Study
READ 5175.641 for READ 5328/RDG 532
Practicum in Instructional Coaching
Fall 2020

Stephen F. Austin State University
Perkins College of Education
Department of Education Studies

Instructor Information: Dr. Welsh
Office: Early Childhood Research Center
Office Phone: 936.468.2904 main office
Course Time & Location: Online: D2L/Brightspace
Office Hours: online M 8-10am; T, TH 3pm – 4pm; or as needed
Credits: 3 graduate credit hours
Email: welshka@sfasu.edu

It is always best to call or email me prior to visiting campus to ensure I am available. If times are not conducive to your schedule, I will gladly accommodate your needs.

I. Course Description

An experience in facilitating professional learning as a career long effort and responsibility. Prerequisites: READ 5308, READ 5310, READ 5312, READ 5314.

I. Course Justification

This three-credit hour online graduate course contains 8 weeks of instruction plus a week for the final examination. The course uses the Texas Reading Specialist educator standards, all relevant Texas Essential Knowledge and Skills (TEKS), and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals as its curricular basis. Candidates participate in 80 clock-hours of supervised, integrated, practicum experiences focused on novice coaching principles in authentic, school-based settings. Candidate must demonstrate proficiency in each of the Texas Reading Specialist standards in order to be recommended for a certificate. An extensive amount of scientifically based readings is included within and outside the course in order to ensure candidate effectiveness. Each week, candidates have opportunities to interact with the content through discussions, assignments, team projects, quizzes, checklists, videos, and/or readings. A data point benchmark, the Candidate Work Sample, provides an opportunity for candidates to demonstrate knowledge of effective instructional coaching principles to
improve student learning with diverse types of students in K-12th grade settings. A minimum of six hours of outside reading, research, application, and reflection is expected of candidates each week in order to gain the requisite knowledge, skills, and dispositions expected of beginning reading specialists.

**Perkins College of Education (PCOE) Diversity Statement**

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**II. Intended Learning Outcomes/Goals/Objectives**

READ 5328 will touch on the following Core Values of the Perkins College of Education:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior

As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values

**Program Learning Objectives (PLOs) Student Learning Objectives (SLOs)**

Crosswalk Comparison

- [Texas Educators Approved Standards](#)
- [International Literacy Association (ILA) Standards](#)
- [Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs](#)

<table>
<thead>
<tr>
<th>Texas Reading Specialist</th>
<th>International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017</th>
<th>Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs</th>
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<tbody>
<tr>
<td>Standard I: Components of Reading</td>
<td>Standard 1: Foundational Knowledge</td>
<td>Standard 1: Content and Pedagogical Knowledge</td>
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<td>Standard III: Strengths and Needs of Individual Students</td>
<td>Standard 2: Curriculum and Instruction</td>
<td>Standard 4: Diversity &amp; Equity</td>
<td>Standard 3: Candidate Quality and Selectivity</td>
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READ 5328 is aligned to the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- **PLO 1:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12 (*TX Standard 1*). Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; demonstrate knowledge base for effective schoolwide professional learning; demonstrate knowledge of implementing and evaluating schoolwide literacy programs; demonstrate understanding of the integral role of the literacy coach (*ILA Standard 1*).

- **PLO 2:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students (*TX Standard 2*). Candidates foster teachers’/specialists’ knowledge of assessment and assessment tools to monitor student progress; inform schoolwide instruction and evaluate interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders (*ILA Standard 3*).

- **PLO 3:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy (*TX Standard III*). Candidates use foundational knowledge to design literacy curricula that meet needs of learners, especially those with specific literacy needs; design and implement small-group and individual evidence-based literacy instruction for learners with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating instructional practices and curriculum (*ILA Standard 2*). Candidates demonstrate knowledge of research and relevant theories, pedagogies, and 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 (*ILA Standard 4*).
• **PLO 4:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs (*TX Standard 4*). Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities (*ILA Standard 6*). Candidates in traditional, hybrid, and online programs complete a minimum of two supervised, integrated, extended practicum/clinical experiences: one focused on intervention with students and the other on novice coaching. Candidates are supervised by highly qualified literacy professionals in practicum/clinical experiences equivalent to a six-hour course (*ILA Standard 7*).

**Student Learning Outcomes (SLOs)**

READ 5328 assesses the following Texas Reading Specialist Standard Proficiencies:

- 1.24k, 1.25s, 1.28s, 2.20k, 2.13s, 3.1k, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.1s, 4.11s, 4.16s, 4.17s, 4.18s

READ 5328 assesses the following components of the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2017:

- 1.1, 1.2, 1.3, 2.3, 3.3, 3.4, 4.2, 6.1, 6.2, 6.3, 6.4, 7.2, 7.3

**III. Course Assignments, Activities, Instructional Strategies, use of Technology**

D2L/Brightspace Support -

- For D2L/Brightspace technical support, contact student support in the Office of Instructional Technology (OIT) or call 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L/Brightspace), contact the Technical Support Center (TSC) or call 936-468-HELP (4357).
- To learn more about using D2L/Brightspace, visit SFA ONLINE where you'll find written instructions and video tutorials.

**Readings/Assessments/Assignments to Complete** - Readings are already in D2L/Brightspace. Readings will be synthesized upon and may/may not be tested over. All readings, including notes, examples, and videos, are expected to be viewed/read prior to completing the related assignment.

**Professionalism** You are expected to show initiative and to actively participate in online discussions. Work is to have the quality and integrity expected of a future reading specialist.
IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>90 – 100 points</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>80 – 89 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>69% or below</td>
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Any earned grade below a 70 is not counted toward a graduate degree (SFA Graduate Bulletin, Admission).

V. Course Calendar: This is also provided as a separate document in D2L:

| Week 1 | Read Syllabus and Timeline module  
Quiz Syllabus and Timeline  
Discussion Share your Story  
Read Practicum Information module  
Dropbox Candidate Practicum Details  
Read Candidate Work Sample Module  
Begin reviewing the Literacy Survey and PD Plan module | Syllabus and Timeline  
Practicum Information  
Candidate Work Sample  
Literacy Survey and PD Plan |
|--------|--------------------------------------------------------------------------------|---------------------|
| Week 2 | Continue reviewing the Literacy Survey and PD Plan module  
Read Writing Expectations module  
Begin reviewing Reading Specialist Resources module  
*Begin taking TExES Practice Quizzes* | Literacy Survey and PD Plan  
Writing Expectations  
Reading Specialist Resources |
| Week 3 | *Set up time to meet with an administrator to analyze campus data | Literacy Survey and PD Plan |
| Week 4 | Dropbox Literacy Survey that you are going to give to teachers **I need to review before you share with teachers!!  
Dropbox Analyzing Data for Literacy Survey | Literacy Survey and PD Plan |
| Week 5 | ***Send out Teacher Literacy Survey (corrected if needed!) | Literacy Survey and PD Plan |
| Week 6 | Keep working on your Annotated Bibliographies  
Dropbox Book Study PD Plan using Literacy Survey and Campus Reading Data | Literacy Survey and PD Plan |
| Week 7 | Keep working on your Annotated Bibliographies  
Book Study PD Plan with a group of teachers | Literacy Survey and PD Plan |
| Week 8 | Keep working on your Annotated Bibliographies  
Book Study PD | Literacy Survey and PD Plan |

VI. Required and Recommended Textbooks:

No text is required for the course. All required readings are provided in D2L/Brightspace.
JOURNALS/PERIODICALS
Journal of Adolescent & Adult Literacy, International Literacy Association
Literacy Today, International Literacy Association
Reading Research Quarterly, International Literacy Association
The Reading Teacher, International Literacy Association

OTHER RESOURCES
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
Class Attendance and Excused Absence Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities 6.1, 6.6:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Student Academic Dishonesty 4.1:

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an
Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades 5.5:
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct Policy 10.4:
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Review additional information regarding the iCare program or call the office at 936.468.2703.

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the
progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

§TAC 247.2 Code of Ethics and Standard Practices for Texas Educators

Texas Certification/Licensing:

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found on the TEA website.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available on the ETS website). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to
certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.