

George Mason University
College of Education and Human Development
Literacy Program

EDRD 647.DL1 – Introduction to Literacy Coaching
2 credits, Fall 2024
Asynchronous, online

Faculty

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Prerequisites/Corequisites

EDRD 640, EDRD 641, EDRD 642, and EDRD 643 are required prerequisites.

University Catalog Course Description

Examines practices for literacy coaching. Provides opportunities to apply knowledge of effective instruction and coaching techniques in practice-based settings. Note: This course requires candidates to conduct related practice in their own schools or specific field settings.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmU.edu) and email password. The course site will be available on Monday August 26th.

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learning Outcomes

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

1. Use diagnostic data to implement differentiated literacy instruction for all students.
2. Apply evidence-based coaching techniques through peer coaching.
3. Reflect on their personal development as future literacy leaders.

Professional Standards

Upon completion of this course, students will have addressed the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

- 2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.
- 2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.
- 3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individuals and groups of students.
- 3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.
- 6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.
- 6.2 Candidates use their knowledge of adult learning to engage in collaborative decision making with colleagues to design, align, and assess instructional practices and interventions within and across classrooms.
- 6.3 Candidates develop, refine, and demonstrate leadership and facilitation skills when working with individuals and groups.

Virginia Standards for Reading Specialist Programs addressed in this course:

- 1b. Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.
- 6g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers.
- 6h. Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development.
- 6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.
- 6k. Demonstrate knowledge of current research and exemplary practices in English and reading.
- 6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

Required Texts

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

GoReact must be purchased and used in this course. Details will be provided in class.

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

One of the following professional texts (to be assigned during the first module) for book club:

Allen, J. (2016). *Becoming a literacy leader: Supporting learning and change* (2nd ed.). Stenhouse Publishers.

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

Sweeney, D., & Harris, L. S. (2017). *Student-centered coaching: The moves*. Corwin.

Recommended Texts (also required for EDRD 646)

Bean, R. M., & Goatley, V. J. (2021). *The literacy specialist: Leadership and coaching for the classroom, school, and community* (4th ed.). The Guilford Press.

Technical Requirements

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

- High-speed internet access with updated browsers.
 - Blackboard Learn supported browsers:
https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with synchronous web conferencing tools.
- Note that 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.

Expectations

- Course Week:
Because asynchronous courses 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 LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week. In addition, students must log in for all scheduled online synchronous meetings, if any.
- 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 George 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 that 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.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and/or Examinations**

- 1. Online Modules (30%)**

Throughout the semester you will complete asynchronous online modules of varying lengths that involve an array of activities 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 module will open on Thursday. All activities and assignments due within that module must be submitted by 11:59 p.m. on the Wednesday indicated in the class schedule. Late work within modules will not be accepted without prior approval. Once each module is opened, it will remain open so that you may review content as needed.

In this course, modules will follow an Absorb-Do-Connect (Horton, 2012) instructional design framework to encourage active learning. As you complete your assigned readings and view the provided resources, you will **absorb** key knowledge. Then, you will have opportunities to practice, explore, and discover as you **do** something with what you are learning. Finally, you will be asked to **connect** what you are learning to your prior learning and current work.

For each online module, you should thoughtfully and thoroughly complete all activities. Your discussions and other work should reflect learning from readings, videos, and any other online content within the module. While your current knowledge as an educator is important to your understanding, demonstrating the way that deep engagement with the course content expands your knowledge and skills as a reflective practitioner is expected and necessary for earning full credit for each online module.

2. Online Professional Book Club (15%)

You will work within a fixed small group of peers who have all chosen to read the same professional book on coaching. Your group will hold one planning meeting and three book club meetings online using GoReact. During the planning meeting, your group will determine meeting dates/times, assigned reading for each meeting, and your group norms (including the format you will use to prepare for each discussion). Then, at the times designated by your group, all group members must join the GoReact session and participate in a 15- to 20-minute online discussion of your book. You will need to turn your camera and microphone on as you participate. There is no designated discussion leader—each of you is responsible for creating discussion questions or points for each online discussion. Your group will need to record each meeting in GoReact.

3. Performance-Based Assessment: Literacy Coaching Project (55%)

In this assignment, you will have the chance to serve as a classmate's literacy coach and be coached yourself. You will also demonstrate your ability to use data to effectively group students for instruction. You will lead and participate in 2 coaching cycles. Complete the following steps together, with partners taking turns assuming the roles of the literacy coach and teacher.

a. Lesson Planning (10%): In consultation with your literacy coach, *create two specific connected lesson plans* (using the template provided) for your class in which students will be reading and/or writing. The lessons should explicitly teach a literacy skill or strategy that is a data-supported instructional need for your students. In each plan, specify how students will be grouped for instruction. You will use data gathered in your first lesson to determine which students to teach (and what to teach) in the second lesson which may include remediation or enrichment. For example, in your first lesson, you may teach a whole-group lesson followed by a small-group lesson for students needing reteaching or enrichment. Or you may start with a small-group lesson and follow up with an individual lesson for one student. Or you may use the same grouping across both lessons if all students master your original learning objective or need additional instruction to master it. Be sure to provide a justification for your grouping decisions (using assessment data) and instructional choices (using peer-reviewed scholarly articles).

b. Implementation of Lessons (10%): After receiving feedback from your literacy coach on your first lesson plan, teach and videotape the lesson. Choose a 15-minute segment of your lesson you want feedback on from your peer coach. Upload the video clip to GoReact and attach a copy of your final lesson plan. Annotate within GoReact to describe the context of the clip and the feedback you are seeking from your peer coach. After analyzing student data gathered in the first lesson and conferring with your peer coach, create your second lesson plan. Teach and videotape the second lesson. Choose a 15-minute segment of your lesson you want feedback on from your peer coach. Upload the video clip to GoReact and attach a copy of your final lesson plan. Annotate within

GoReact to describe the context of the clip and the feedback you are seeking from your coach.

c. Coaching (15%): You will serve as a classmate's literacy coach to support data analysis and instructional planning. Both you and your partner will provide a video introduction of your classroom and students. Then, you will complete 3 coaching conversations synchronously online (at a time you and your partner determine). You will record and upload the 3 coaching conversations to GoReact. For each of the videos where you serve as a coach, you should watch the video and reflect on your development as a coach. You will use the annotation features in GoReact to identify your coaching stances, strengths, suggestions, and connections to your previous coaching interactions with your partner in each video.

Coaching Conversation 1 – Planning Conversation for Lesson 1: Your first coaching conversation will center on the teacher's classroom data. The goal of this conversation is to analyze classroom data to identify appropriate instructional goals and discuss instructional plans for the first lesson.

Coaching Conversation 2 – Post-Observation Conference for Lesson 1 and Lesson 2 Planning: After your partner teaches their lesson and uploads a video clip to GoReact, you will watch the teaching segment and plan the feedback you will provide. Then, you will lead a coaching conversation in which you discuss your partner's instruction and how data collected during the lesson informs the second lesson plan.

Coaching Conversation 3 – Post-Observation Conference for Lesson 2: After your partner teaches their second lesson and uploads a video clip to GoReact, you will watch the teaching segment and plan the feedback you will provide. Then, you will lead a coaching conversation in which you discuss your partner's instruction and how data collected during the lesson informs future instructional plans.

d. Analysis Paper (20%): Write a 4 to 6-page analysis of what you learned as a result of the project. Include the following: (1) Discuss how data-based grouping and instruction impacted student learning and your work. (2) Reflect on the coaching process. Explain how you supported your partner in using data to make grouping and other instructional decisions. Include discussion of how you helped them develop, implement, and analyze their lessons. (3) Identify and analyze at least two segments from your coaching videos that demonstrate important moments in your development as a coach. One segment should highlight a strength of your coaching while the other should identify an area for your continued growth as a coach. Explain the significance of the segments and what you have learned about serving as a literacy coach.

- **Other Requirements**

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.

Assignments

Assignments should follow current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.)

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 cannot meet during the Center's hours of operation.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one chance to revise PBA assignments to demonstrate proficiency with each associated standard. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

- **Grading**

<i>Grading Scale</i>	
<u>Grade</u>	<u>Points</u>
A	= 94 – 100
A-	= 90 – 93
B+	= 85 – 89
B	= 80 – 84
C	= 75 – 79
F	= below 75

Literacy students must re-take any licensure course in which they receive a grade of C or lower (note that the grade of B- is not given). Incompletes must be cleared before moving to the next course in the instructional sequence.

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Class Schedule

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

Date	Topics	Readings	Assignments
<p>Welcome Module August 26-28</p>	<p>Course Overview</p> <p>What is a Literacy Coach?</p>	<p>course syllabus</p> <p>International Literacy Association. (2015). <i>The multiple roles of school-based specialized literacy professionals</i> [Position statement]. https://literacyworldwide.org/get-resources/position-statements</p> <p>International Literacy Association. (2015). <i>The multiple roles of school-based specialized literacy professionals</i> [Research brief]. https://literacyworldwide.org/get-resources/position-statements</p>	<p>Online Professional Book Club Choice Form</p>
<p>Sept. 3 Sept. 9</p>	<p>LAST DAY TO ADD LAST DAY TO DROP (100% TUITION REFUND)</p>		
<p>Module 1 Aug. 29 – Sept. 11 (2 weeks)</p>	<p>Characteristics of Effective Literacy Coaching</p>	<p>Bean & Goatley (2021) – Chapter 6</p> <p>Ippolito, J., Dagen, A. S., & Bean, R. M. (2021). Elementary literacy coaching in 2021: What we know and what we wonder. <i>The Reading Teacher</i>, 75(2), 179-187. https://doi.org/10.1002/trtr.2046</p> <p>“Models of Coaching” (Ch. 2, pp. 13-24) from Sisson, D., & Sisson, B. (2024). <i>The literacy coaching handbook: Working with teachers to increase student achievement</i>. Routledge.</p> <p>International Literacy Association. (2018). <i>Literacy coaching for change: Choices matter</i> [Literacy leadership brief]. https://literacyworldwide.org/get-resources/position-statements</p>	<p>Module 1 Activities</p>
<p>Sept. 17</p>	<p>LAST DAY TO DROP (50% TUITION REFUND)</p>		
<p>Module 2 Sept. 12-25 (2 weeks)</p>	<p>Activities of Coaching</p>	<p>Bean & Goatley (2021) – Chapter 7</p> <p>Brown & L’Allier (2020) – all sections</p> <p>Gillespie, R., & Kruger, J. S. (2022). With the right strategies, coaches can leverage co-</p>	<p>Module 2 Activities</p>

Date	Topics	Readings	Assignments
		<p>teaching. <i>The Learning Professional</i>, 43(2), 44-47.</p> <p>Morgan, D. N., & Bates, C. C. (2020). Coaching notes: Considerations and possibilities. <i>The Reading Teacher</i>, 73(5), 678-681. https://doi.org/10.1002/trtr.1892</p>	
Oct. 1	LAST DAY TO WITHDRAW (NO TUITION REFUND)		
<p>Module 3 Sept. 26 – Oct. 9 (2 weeks)</p>	<p>Coaching Conversations</p>	<p>Bates, C. C., & Morgan, D. N. (2018). Literacy leadership: The importance of soft skills. <i>The Reading Teacher</i>, 72(3), 412-415. https://doi.org/10.1002/trtr.1755</p> <p>Fountas, I. C., & Pinnell, G. S. (2021). Facilitative talk: Shaping a culture of professional learning over time. <i>The Reading Teacher</i>, 74(5), 641-648. https://doi.org/10.1002/trtr.1995</p> <p>Garmston, R. J. (2019). Raise the level of conversation by using paraphrasing as a listening skill. <i>The Learning Professional</i>, 40(6), 72-74.</p> <p>Hudson, A. K., & Pletcher, B. C. (2020). The art of asking questions: Unlocking the power of a coach’s language. <i>The Reading Teacher</i>, 74(1), 96-100. https://doi.org/10.1002/trtr.1911</p> <p>Morel, N. J. (2019). How to get the most out of a coaching session. <i>Educational Leadership</i>, 77(3), 38-43.</p> <p><u>Choose 2 of the following:</u> Knight, J. (2011). What good coaches do. <i>Educational Leadership</i>, 69(2), 18-22.</p> <p>Knight, J. (2021). Should coaches be experts? <i>Educational Leadership</i>, 79(4), 80-81.</p> <p>Knight, J. (2022). How not to hit land mines in coaching conversations. <i>Educational Leadership</i>, 80(3), 78-79.</p>	<p>Module 3 Activities</p>

Date	Topics	Readings	Assignments
		<p data-bbox="613 193 1235 296">Knight, J. (2023). 4 steps for focusing coaching sessions. <i>Educational Leadership</i>, 80(7), 76-77.</p> <p data-bbox="613 338 1198 411">Knight, J. (2023). Stop coachsplaining! <i>Educational Leadership</i>, 81(1), 78-79.</p>	
<p data-bbox="212 443 349 590">Module 4 October 10-16 (1 week)</p>	<p data-bbox="381 443 591 590">Planning & Leading Coaching Conversation 1</p>	<p data-bbox="613 426 1187 604">“Data Analyst” (Ch. 5, pp. 49-65) from Sisson, D., & Sisson, B. (2024). <i>The literacy coaching handbook: Working with teachers to increase student achievement</i>. Routledge.</p>	<p data-bbox="1300 468 1430 541">Module 4 Activities</p>
<p data-bbox="212 926 349 1073">Module 5 October 17-30 (2 weeks)</p>	<p data-bbox="381 940 570 1052">Balancing the Challenges of Coaching</p>	<p data-bbox="613 625 1243 814">Ruesink, L., & Teichert, L. (2023). From teacher to literacy coach: Negotiating roles and learning on the job. <i>The Reading Teacher</i>, 77(5), 624-631. https://doi.org/10.1002/trtr.2275</p> <p data-bbox="613 856 1227 1094">Pletcher, B. C., Hudson, A. K., John, L., & Scott, A. (2018). Coaching on borrowed time: Balancing the roles of the literacy professional. <i>The Reading Teacher</i>, 72(6), 689-699. https://doi.org/10.1002/trtr.177</p> <p data-bbox="613 1136 1227 1241">Toll, C. A. (2017). 5 perspectives for leadership success. <i>Educational Leadership</i>, 74(8), 28-31.</p> <p data-bbox="613 1293 1203 1367">Toll, C. (2019). “But I don’t need a coach!” <i>Educational Leadership</i>, 77(3), 74-77.</p>	<p data-bbox="1300 905 1430 978">Module 5 Activities</p> <p data-bbox="1268 1010 1455 1083">Complete Lesson Plan 1</p>
<p data-bbox="212 1398 349 1545">Module 6 Oct. 31 – Nov. 13 (2 weeks)</p>	<p data-bbox="381 1398 591 1545">Planning & Leading Coaching Conversation 2</p>	<p data-bbox="613 1461 683 1493">none</p>	<p data-bbox="1300 1381 1430 1455">Module 6 Activities</p> <p data-bbox="1268 1493 1455 1566">Complete Lesson Plan 2</p>
<p data-bbox="212 1591 349 1738">Module 7 Nov. 14 – Dec. 4 (2 weeks)</p>	<p data-bbox="381 1591 591 1738">Planning & Leading Coaching Conversation 3</p>	<p data-bbox="613 1650 683 1682">none</p>	<p data-bbox="1300 1623 1430 1696">Module 7 Activities</p>
<p data-bbox="212 1776 349 1923">Module 8 December 5 – 11 (1 week)</p>	<p data-bbox="381 1776 570 1923">Finalizing the Literacy Coaching Project</p>	<p data-bbox="613 1839 683 1871">none</p>	<p data-bbox="1268 1759 1455 1938">PBA – Literacy Coaching Project (Lesson Plans</p>

Date	Topics	Readings	Assignments
			& Analysis Paper in VIA/SLL; videos & reflection annotations in GoReact)

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>

- For information on student support resources on campus, see:
 - <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - Timely Care: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>

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.

Rubric for Performance-Based Assessment: Literacy Coaching Project

ILA Standard/ Component	Meets Expectations: Exceptional (4)	Meets Expectations: Proficient (3)	Approaches Expectations (2)	Below Expectations (1)
2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	Provides exemplary evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	Provides satisfactory evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	Provides partial evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	Provides little or no evidence of designing, teaching, and evaluating evidence-based instruction to meet the literacy needs of whole class and/or groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.

ILA Standard/ Component	Meets Expectations: Exceptional (4)	Meets Expectations: Proficient (3)	Approaches Expectations (2)	Below Expectations (1)
2.4 Candidates collaborate with and coach school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.	Provides exemplary evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.	Provides satisfactory evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.	Provides partial evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.	Provides little or no evidence of collaborating with and coaching school-based educators in developing, implementing, and evaluating literacy instruction.
3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.	Provides exemplary evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.	Provides satisfactory evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.	Provides partial evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.	Provides little or no evidence of collaborating with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and/or groups of students.
3.3 Candidates participate in and lead professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in	Provides exemplary evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making	Provides satisfactory evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making	Provides partial evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.	Provides little or no evidence of leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools.

ILA Standard/ Component	Meets Expectations: Exceptional (4)	Meets Expectations: Proficient (3)	Approaches Expectations (2)	Below Expectations (1)
classrooms and schools.	in classrooms and schools.	in classrooms and schools.		