**South Carolina Reading Coach Institute**

Year 2 Action Research

The training and equipping of South Carolina’s literacy coaches will be a multifaceted, two-year learning immersion. Year one began by exploring and using guiding principles for elementary literacy coaches for instructional improvement and increased student achievement as we collaborated with teachers. Year two will continue to refine the use of these guiding principles for elementary literacy coaches and introduce the practice of scholarly research in the form of action research.

# Overview

Accountability mandates, such as Act 114, Read to Succeed (R2S), and Act 213, Multi-Tiered System of Supports (MTSS), highlight the goals of high-quality implementation of research- based instructional practices and techniques in reading and writing to ensure success for all students in South Carolina. Educators are encouraged to reflect on and analyze student data consistently and collaboratively. In order to meet the challenges being faced, schools are encouraged to restructure their professional development plans by providing faculty members with opportunities for collaborative inquiry, reflection, and dialogue to increase student achievement and close academic gaps in learning. Coaching produces the ongoing support and collaboration educators desire to refine their teaching practices and positively impact student learning.

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include presentation of new content through live modules, online readings, active construction of knowledge through practice and problem-solving, collaborative group work, personal reflection, structured small-group and whole-class discussion, analysis of assigned reading, and the application of course content and skills.

# Course Description

Action research is a way of developing local and public knowledge about teaching, coaching, and learning in schools. Through observation, reflection, inquiry, and action, teachers and coaches study and gain a greater theoretical understanding of best practices. When teachers and coaches study practice, action research can potentially transform teaching and the way students learn.

Participants in this course will explore action research in theory and practice in relation to teaching and coaching. Participants will also connect their theoretical understandings of research and their emergence as practitioner-researchers in educational settings who view themselves as knowledge producers. They will learn about their coaching and their teachers’ learning by studying their own experiences. Participants will have opportunities to identify problems of practice, make a plan, gather and analyze data as they carry it out,

report findings, and develop implications for their future coaching practice and action research.

This course is designed to assist participants in understanding the choices involved in selecting instructional strategies and options for reading-related assessment and evaluation. Participants will investigate multiple methods of assessment that support student engagement, monitor student progress, and inform decision-making. Participants practice evidence-based decision-making through the use of assessment as well as the critical interpretation of research and inquiry to improve educational practice. Participants will study the diverse functions of various assessments and how to use state, national, and teacher-made data to make instructional decisions.

# Research Rationale

Action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. According to Rawlinson & Little (2004), "Within the action research process, educators study student learning related to their own teaching. It is a process that allows educators to learn about their own instructional practices and to continue to monitor improved student learning." Guskey (2000) also states, "The idea of action research is that educational problems and issues are best identified and investigated where the action is: at the classroom and school level. By integrating research into these settings and engaging those who work at this level in research activities, findings can be applied immediately, and problems solved more quickly."

Therefore action research is a continuous and reflective process where educators make instructional decisions in their schools and classrooms based on student needs reflected by classroom data. The action research process involves four phases:

1. Identifying a School and/or Classroom Inquiry
2. Developing and Implementing an Action Research Plan
3. Collecting, Analyzing, and Interpreting Data
4. Creating Recommendations Based on Findings and Sharing Results

The focus and level of participation among school and district colleagues depend on the level of support, needs, and interests of the coach and school. Emily Calhoun (1993) described three approaches to action research: individual teacher research, collaborative action research, and school-wide action research. During the action research process, participants may focus their study on one student, a small group of students, a class or several classes, or a whole school. Even though the environments are different, the action research process remains the same. This process uses data to identify school/classroom problems, creates and implements a plan of action, collects and analyzes data, uses and

shares the results, and makes instructional decisions to improve student learning continuously.

# Course Outcomes

At the conclusion of this course, participants will be able to conduct action research that encompasses selected coaching competencies from one of the following:

* + Standard 1: Foundational Knowledge
  + Standard 2: Standards, Curriculum, and Instruction
  + Standard 3: Assessment, Evaluation, and Progress Monitoring
  + Standard 4: Literacy Perspectives
  + Standard 5: Literate Environment
  + Standard 6: Professional Learning, Professional Reflection, and Collaboration

## Participants are also expected to:

* Keep an action-research notebook - print or digitally. This notebook will include a section for data collection, journal entries, etc.
* Use data collection and analysis methods appropriate to action research. As an Action Researcher, you will be expected to collect both quantitative and qualitative data. Data collected will come from multiple sources within your area of inquiry.
* Participate in a community of practice as they grow in their understanding of action research, and reflect on their research projects and the research projects of others.

# Attendance and Other Policies

As professionals in a community of learners it is imperative that certain protocols are in place. This course is for credit and it is paramount that your professionalism exhibits excellence at all times. Therefore, please adhere to the following:

* Attend all sessions\*
* Cameras should be on at all times. A disabled camera will result in an absence.
* Join, participate, and collaborate during assigned breakout rooms
* Participants should not be in other meetings, pulling small groups, etc. when in the session. The expectation is to be present the ENTIRE time.

Failure to adhere to any of these requirements will result in receiving an absence for that session. If there is an unforeseen circumstance, please let your facilitator know. Keep in mind that after one (1) absence, the participant will be withdrawn from the class.

\*with the exception of FMLA or approved medical leave

# Texts and Reading

## Coaches are expected to make a professional investment in purchasing one recommended text. This text will be discussed and chosen at the beginning of the training (in September) in order to participate in the book club.

Additional reading material in this course will be provided to participants during the learning. A list of theorists and practitioners is included in the course if the participant is interested in continued reading. The following is a suggested list:

*An Introduction to Coaching Skills: A Practical Guide by Christian Van Neiuwerburgh*

*Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected (1st Edition) by Jim Knight*

*Building Teachers’ Capacity for Success: A Collaborative Approach for Coaches and School Leaders by Pete Hall & Alisa Simeral*

*Coaching Conversations: Transforming Your School One Conversation At a Time (2nd Edition) by Linda M. Gross Cheliotes & Marceta F. Reilly*

*Collective Efficacy: How Educators’ Beliefs Impact Student Learning by Jenni Donohoo*

*Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS by Steve Goodman & Kent McIntosh*

*No More Random Acts of Literacy Coaching by Erin Brown and Susan L’Allier*

*Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success by Regie Routman*

*Student-Centered Coaching: A Guide for K–8 Coaches and Principals (3rd Edition) by Diane Sweeney*

*Student-Centered Coaching: The Moves (1st Edition) by Diane Sweeney*

*The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever by Michael Bungay Stanier*

*The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching (1st Edition) By Jim Knight*

*The Reading Specialist: Leadership and Coaching for the Classroom, School, and Community by Rita Bean*

*The Definitive Guide to Instructional Coaching: Seven Factors for Success by Jim Knight*

*The Art of Coaching Teams: Building Resilient Communities that Transform Schools by Elena Aguliar*

# Delivery Method

This course will be delivered through a **virtual model** of professional development accompanied by assignments in which coaches will be reading and responding to articles and videos, collaborating with colleagues, implementing key coaching practices, completing coaching modules and MTSS modules, and writing explanations and reflections based on the application of new practices from reading coach coursework and professional reading. During the course, each coach will create and maintain a coaching notebook that will be used to deepen his or her professional learning and house artifacts collected from the application of practices. This notebook may be traditional paper or digital.

# Year 2 Action Research Topics and Learning Targets

|  |  |  |  |
| --- | --- | --- | --- |
| **Topics** | **Learning Targets** | [**SC Reading Coach**](https://ed.sc.gov/instruction/early-learning-and-literacy/literacy-specialists-and-coaches/south-carolina-literacy-competencies/sc-literacy-competencies-for-reading-coaches/)[**Standards**](https://ed.sc.gov/instruction/early-learning-and-literacy/literacy-specialists-and-coaches/south-carolina-literacy-competencies/sc-literacy-competencies-for-reading-coaches/) | **Preview to Formative Assessments & Artifacts** |
| **Action Research** | I can define and explain the purpose and process of Action Research.  I can describe a model for conducting Action Research.  I can explain how the role of a coach promotes and supports action research.  I can select and share the focus of my Action Research.  I can draft my action research question(s).  I can determine what scholarly research will be needed to support the focus of my study.  I can brainstorm an action research design plan.  I can collect, analyze, and determine the findings from my data.  I can create recommendations for practice, systems, and | Standard 1: Foundational Knowledge  Standards 2: Standards, Curriculum, and Instruction  Standard 3: Assessment, Evaluation, and Progress Monitoring  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Research Notebook Entries  Article & Video Analysis  Research Question  Research Methodology & Design Plan  Collection of Scholarly Research  Monthly Action Research Partnership Discussion |

|  |  |  |  |
| --- | --- | --- | --- |
|  | structures based on research findings.  I can collaborate with an Action Research Partner(s) for support and feedback in refining my Action Research plan.  I can present my action research to peers and colleagues. |  | Final Action Research Presentation |
| **Appreciative Inquiry: Appreciative Storytelling** | I can define and explain Appreciative Inquiry and the 4- D Cycle.  I can utilize storytelling as a tenant of Appreciative Inquiry in my work as a coach. | Standard 4: Literacy Perspectives  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation |
| **Revisiting the Principal and Coach Partnership** | I can reflect on my current principal coach partnership and adopt effective partnership principles that guide my work with teachers to maximize student impact.  Create an action plan for strengthening the principal coach partnership in my building. | Standards 2: Standards, Curriculum, and Instruction  Standard 3: Assessment, Evaluation, and Progress Monitoring  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Article Analysis & Activities  Action Plan |
| **Revisiting the Coaching Cycle** | I can refine my understanding of the critical components of a quality coaching cycle based on current research. | Standard 3: Assessment, Evaluation, and Progress Monitoring  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation |
| **Stages of Change & Managing Complex Change** | I can name and describe the 5 Stages of Change and analyze the factors for managing complex change.  I can describe how my understanding of “change” has evolved and how I will apply this new knowledge in my work as a Reading Coach. | Standard 3: Assessment, Evaluation, and Progress Monitoring  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation |

|  |  |  |  |
| --- | --- | --- | --- |
| **Revisiting Building Trust: 5 Critical Factors** | I can refine my thinking by identifying the qualities and importance of building and sustaining trust as the foundation of a coaching partnership. | Standard 4: Literacy Perspectives  Standard 5: Literate Environment | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Self Assessment & Goal Setting |
| **Refining Coaching Skills: Mind the Gap** | I can identify the six gaps in Elena Aguilar’s “Mind the Gap” Framework.  I can analyze a coaching conversation and determine the possible gap(s).  I can use this framework to clarify my thinking around support for a teacher. | Standard 4: Literacy Perspectives | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Goal Setting |
| **Introduction to Collective Efficacy** | I can explore Hattie’s research on Factors Influencing Student Achievement and Their Effect Size.  I can deepen my understanding of Efficacy and describe the four primary sources of Collective Efficacy.  I can name ways to cultivate conditions for Collective Efficacy in my sphere of impact/influence as an R2S Reading Coach. | Standard 5: Literate Environment  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Goal Setting |
| **The Coaching Habit: Refining Coaching Questions** | I can identify the purpose of intentional questioning and how questions support a coaching partnership and process.  I can enhance my coaching conversation by adopting high- leverage coaching questions. | Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis |
| **MTSS** | I can locate MTSS information | Standard 1: Foundational Knowledge  Standards 2: Standards, Curriculum, and Instruction  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in |

|  |  |  |  |
| --- | --- | --- | --- |
|  | on the SCDE website and use the following resources at my school:  [MTSS Quick Start Guide](https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/mtss-state-reporting/mtss-quick-start-guide/)  [SC MTSS Framework and](https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/mtss-state-reporting/mtss-framework-and-guidance-document/) [Guidance Document](https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/mtss-state-reporting/mtss-framework-and-guidance-document/)  [MTSS Overview Presentation](https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/)  I can determine when and how to use the 4 different types of data teams within the SC MTSS framework.  I can understand how the 4 different types of data teams are connected and how they support success for ALL students.  I can facilitate a data-based problem solving process at a leadership team level and in a school grade-level team. |  | Coaching Notebook Active Participation  Article & Video Analysis  Completion of Monthly MTSS Inquiry Modules & Artifacts  Action Planning, Monitoring, and Sustaining MTSS  Facilitation of a data analysis process at the school, grade, classroom, and individual levels |
| **Dyslexia & SCDE Dyslexia Handbook** | I can continue to grow my knowledge of dyslexia and reference the SCDE Dyslexia Handbook as a support and resource in my work as a Reading Coach. | Standard 1: Foundational Knowledge  Standards 2: Standards, Curriculum, and Instruction  Standard 4: Literacy Perspectives  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation |

|  |  |
| --- | --- |
| **Year Two Action Research Artifacts**  **Standards and Competencies**  **Updated 7.8.2025** | |
| **Topic** | **Standards & Competencies** |
| **Action Research** | 1.1.e Demonstrate an understanding that children learn about language through using language and communicating with others. 1.2.b. Apply explicit instructional practices that support reading and writing behaviors and align with scientifically based research.  1.2.b Apply explicit instructional practices that support reading and writing behaviors and align with scientifically based research.  2.2.c Use evidence-based tools to monitor the effectiveness of core instruction and interventions in language comprehension processes, word recognition skills, motivation, engagement, and writing.  2.2.d Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.  3.3.c Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.  3.3.h Use assessment data to reflect on teaching as well as student learning, where appropriate.  6.2f Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).  6.3a Reflect on student progress towards learning goals and expectations to make instructional decisions. |
| **Appreciative Inquiry: Appreciative Storytelling** | 4.1.b Provide differentiated instruction and instruction practices materials that provide diverse perspectives.  4.7a Differentiate instruction to meet the needs of all students.  6.1.a Apply learning from professional inquiry and research.  6.3.a Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3.b Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data.  6.3.c Demonstrate effective use of technology as an instructional practice for improving student learning.  6.3.d Use SCCCR Standards and formative assessments to make informed decisions on evidence-based instructional approaches and strategies for instruction. |
| **Revisiting the Principal and Coach Partnership** | 2.1.a Use the South Carolina College- and Career- Ready (SCCCR) Standards for English Language Arts (ELA) to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications.  2.2.a Provide evidence-based core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).  3.3.c Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.  3.3.d Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals.  6.3a Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3b Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data. |
| **Revisiting the Coaching Cycle** | 3.2.b Select or develop formative assessment tools such as: rubrics, observations, surveys, anecdotal notes, specific skill/strategy to monitor student progress and to guide instructional decision making.  3.3. c Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.  3.4.e Interpret patterns in students’ data.  3.4.f Set goals across content areas and literacy improvement initiatives to enhance instruction  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.  6.2f. Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).  6.3a. Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3b. Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data. |
| **Stages of Change & Managing Complex Change** | 3.3. c Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.  3.4.e Interpret patterns in students’ data.  3.4.f Set goals across content areas and literacy improvement initiatives to enhance instruction  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.  6.2f. Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).  6.3a. Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3b. Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data. |
| **Revisiting Building Trust: 5 Critical Factors** | 4.3.a Recognize the multiple influences of culture and environment on student learning.  4.4.c Identify the unique perspectives of individuals from urban, suburban, and rural communities through linguistic, academic and cultural experiences.  5.2 a. Promote an environment that encourages risk-taking and includes choice, relevant to student interests.  5.3 d Develop and use routines to provide and maintain positive learning environments for reading and writing instruction. |
| **Refining Coaching Skills: Mind the Gap** | 4.1.b Provide differentiated instruction and instruction practices materials that provide diverse perspectives.  4.2.a Engage in professional learning on how personal beliefs impact reading and writing development.  4.2 b. Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.  4.2 c. Recognize the ways in which personal beliefs interact with reading and writing development.  4.7.a Differentiate instruction to meet the needs of all students. |
| **Introduction to Collective Efficacy** | 5.2 a. Promote an environment that encourages risk-taking and includes choice, relevant to student interests.  5.3 c. Create an environment for children to engage independently in reading, writing, speaking, and listening daily.  5.3 d Develop and use routines to provide and maintain positive learning environments for reading and writing instruction.  6.2a After completing this session, literacy coaches will lead, participate in, and collaborate with educators within Professional Learning Communities.  6.2b Lead and participate in Professional Learning Opportunities.  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth |
| **The Coaching Habit: Refining Coaching Questions** | 6.2b Lead and participate in Professional Learning Opportunities.  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth  6.5.c Demonstrate active listening, reflective questioning, and explicit feedback that moves teaching practice forward, supports goal-setting, and builds trustworthiness. 6.5.d Demonstrate the ability to effectively coach individuals and groups of teachers (e.g., for planning, goal-setting and reflective problem solving), work collaboratively with teachers and administrators, and facilitate group meetings. |
| **MTSS** | 1.2.b Apply explicit instructional practices that support reading and writing behaviors and align with scientifically based research.  1.3.a Use a Multi-Tiered System of Supports (MTSS) process to provide responsive teaching and targeted, explicit instruction for all students’ reading and writing development using evidence-based instruction and intervention, comprehensive data, progress monitoring, and professional judgment.  2.1.a Use the South Carolina College- and Career- Ready (SCCCR) Standards for English Language Arts (ELA) to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications.  2.2.d Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.  6.3a. Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3b. Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data |
| **Dyslexia & SCDE Dyslexia Handbook** | 1.2.b Apply explicit instructional practices that support reading and writing behaviors and align with scientifically based research.  1.3.a Use a Multi-Tiered System of Supports (MTSS) process to provide responsive teaching and targeted, explicit instruction for all students’ reading and writing development using evidence-based instruction and intervention, comprehensive data, progress monitoring, and professional judgment.  2.1.a Use the South Carolina College- and Career- Ready (SCCCR) Standards for English Language Arts (ELA) to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications.  2.2.d Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.  4.1.b Provide differentiated instruction and instruction practices materials that provide diverse perspectives.  4.2 b. Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.  4.2 c. Recognize the ways in which personal beliefs interact with reading and writing development.  4.7.a Differentiate instruction to meet the needs of all students.  6.3a. Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3b. Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data. |

|  |
| --- |
| **Year Two Action Research Artifacts** |
| **Coaching Schedule**:  One week’s coaching schedule from three different times during the school year - beginning, middle, and near the end. Include a written reflection describing the shifts you noticed in your schedules. |
| **Coaching Cycles:**  Include evidence of the following three components of a completed coaching cycle (in a format of your choice - video, audio, form/document, transcript, etc.): Pre-Conference/Goal-Setting, Co-Teaching/Co-Planning, and Post-Conference/Debrief. Include a written or video reflection summarizing your coaching cycle experience describing your "glows" (celebrations) and "grows" (opportunities for refinement). |

|  |
| --- |
| **Coaching Professional Development:**  One summary/reflection from your book study learning and discussions. One summary/reflection from a Reading Coach Institute module. One summary/reflection from any other professional learning you’ve attended. |
| **MTSS:**  Complete the MTSS Monthly Inquiries. Submit a copy of your written reflections using the MTSS Note Catcher to reveal your learning, implementation, and support of MTSS. |
| **Action Research**:  Submit an Action Research Presentation to include -   * Introduction to Action Research Study * Research Question(s) * Data Collection Setting & Methods * Findings, Conclusions, and Recommendations * References to Scholarly Research |
| **Final Reflection:**  A one to two page end-of-year written reflection or 3-5 minute video reflection to include:   * Celebrations and shifts in your coaching work. * How you plan to share results of your action research. * How your coaching work supported the school’s reading goals. * A tentative plan/goals for your coaching work next year. |
| **Coaching Professional Development:**  One summary/reflection from your book study learning and discussions. One summary/reflection from a Reading Coach Institute module. One summary/reflection from any other professional learning you’ve attended. |
| **MTSS:**  Complete the MTSS Monthly Inquiries. Submit a copy of your written reflections using the MTSS Note Catcher to reveal your learning, implementation, and support of MTSS. |
| **Action Research**:  Submit an Action Research Presentation to include -   * Introduction to Action Research Study * Research Question(s) * Data Collection Setting & Methods * Findings, Conclusions, and Recommendations * References to Scholarly Research |
| **Final Reflection:**  A one to two page end-of-year written reflection or 3-5 minute video reflection to include:   * Celebrations and shifts in your coaching work. * How you plan to share results of your action research. * How your coaching work supported the school’s reading goals. * A tentative plan/goals for your coaching work next year. |

***\*Note: All artifacts submitted will be collected at multiple times during the year. This process will provide longitudinal data to determine any shifts that may occur as a result of ongoing coaching instruction.***

The submission of all artifacts, along with Literacy Specialist/Facilitator observational data, will be reviewed before course completion, and certificates are issued. Artifacts are listed throughout the syllabus to remind coaches that there is an expectation for continuous documentation, collection, and reflection.

All coaches will be given a timeline for artifact delivery that will be several months prior to the deadline. **Any coach not adhering to the full submission requirements and deadlines will not earn the certification.** Exceptions will be made for coaches on FMLA, Maternity, or other well documented absences. Any coach requesting an exception must meet with their LS training team to submit documentation and request an extension. **If a certificate is not earned, the coach, if still employed, will be expected to retake the course. The district and school leader will also be informed of the coach’s failure to complete the required coursework.**

# Additional References

***\*The following resources may be used directly during professional development sessions, referenced for instructional planning, or noted in collaborative conversations.***

Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* Jossey- Bass*.*

Bailey, S., Cheliotes, L. & Reilly, M. (2018). *Coaching Conversations: Transforming Your School One Conversation At a Time (2nd Edition).* Corwin.

Bean, R. (2015). *The Reading Specialist :Leadership and Coaching for the Classroom, School, and Community* (3rd Edition). The Guilford Press.

Brown, E. & L’Allier, S. (202). *No More Random Acts of Literacy Coaching.* Heinemann. Cooperrider, D. & Whitney, D. (2005). *Appreciative Inquiry: A Positive Revolution in Change.*

Berrett and Koehler Publishers.

Donohoo, J. (2017). *Collective Efficacy: How Educators’ Beliefs Impact Student Learning*. Corwin.

Goodman, S.,& McIntosh, K. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS.* The Guilford Press.

Hall, P. & Simeral, A. (2008) *Building Teachers’ Capacity for Success: A Collaborative Approach for Coaches and School Leaders.* ASCD.

Harris, L. & Sweeney, D. (2017). *Student-Centered Coaching: The Moves* (1st Edition). Corwin.

Hewitt, R., & Little, M. (2005). Leading Action Research in Schools. *Project Central*. <http://fldoe.org/core/fileparse.php/7690/urlt/0070126-action-res.pdf>

Hollingsworth, S., Malik, S., & Nugent, G. (2012). Using Action Research to Improve Literacy Instruction in Classrooms Around the World. *A Practical Guide to ACTION RESEARCH for Literacy Educators.* International Reading Association.

Killion, J. (2020, April 9). *Joellen Killion Teaches Us About the 10 Roles of a Coach*. Instructional Coaching Group.

Knight, J. (2016). *Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected* (1st Edition). Corwin.

Knight, J. (2018). *The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching* (1st Edition). Corwin.

Knight, J. (2011). *Unmistakable Impact: A Partnership Approach to Dramatically Improving Instruction.* Corwin.

Knowles, M., Holton, E., & Swanson R. (2015). *The Adult Learner: The definitive classic in adult education and human resource development* (8th Edition). Routledge.

Routman, R. (2014). *Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success.* ASCD

Shaw, Michael L. (2007). Preparing Reading Specialists to be Literacy Coaches: Principles, Practices, Possibilities. *Journal of Language and Literacy Education* (3) 1. Pp 6-17.

South Carolina Department of Education (June, 2020). *South Carolina Reading Coach Standards*.

Stainer, M. (2016). *The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever.* Box of Crayons Press***.***

Sweeney, D. (2011). *Student-Centered Coaching: A Guide for K–8 Coaches and Principals.*

Corwin Press.

Sweeney, D & Harris, L. (2016). *Student Centered Coaching: The Moves.* Corwin Press. Whitaker, T. (2012). *What Great Teachers Do Differently: Seventeen Things That Matter Most.*

Larchmont, NY: Eye on Education.