

TERG 6927 - Practicum: Coaching for Effective Literacy Instruction

Fall 2026 Syllabus, Section A01, CRN 42800,

Credit hours: 3

Instructor

Mandy Wallace

Email: mlwallace06@ysu.edu

Public Instructor Information

Instructor Title: Dr. Mandy L. Wallace

Literacy Program Coordinator, Graduate C&I Coordinator /Assistant Professor

Instructor Professional Qualifications:

University of Pittsburgh, 2020

EdD: Literacy, Language, and Culture

Walden University, 2005

MEd, Reading Specialist

Slippery Rock University, 1999

BS, Early Childhood/Elem Education prek-6

Instructor Office Location: Beechly Hall 2323

Instructor Office Phone: 330-941-3652

Course Description

6927. This course focuses on developing the skills and knowledge necessary for effective literacy coaching in diverse educational settings. Students will critically examine the role of literacy coaches, explore the impact of leadership and school culture on coaching success, and evaluate the effectiveness of student-centered and alternative coaching models. Emphasis is placed on designing and implementing evidence-based strategies to enhance literacy instruction, support teacher professional growth, and improve student literacy outcomes. Practicum Hours Required. Prereq.: TERG 6923, TERG 6924, TERG 6926. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	The Essential Guide for Student-Centered Coaching: What Every K-12 Coach and School Leader Needs to Know	Sweeney and Harris	1544375352
Required	The Role of Literacy Coaches in Schools	International Literacy Association	

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Readings Sweeney and Harris (2020) Introduction and Chapter 1 How does Student-Centered Coaching Compare with Other Models? Instructional Media Introduction to Student-Centered Coaching Diane Sweeney: Student-Centered Coaching webinar	Critically analyze the multifaceted responsibilities, skills, and practices that define effective literacy coaching in diverse educational contexts. Investigate and articulate the influence of leadership styles and strategies on the success and sustainability of literacy coaching initiatives. Compare and contrast student-centered learning frameworks with alternative coaching models, highlighting their implications for literacy instruction and teacher development.	Discussion Post and Response to Classmates Principal or Literacy Coach Interview
8/31	Readings Chapter 2: Coaching Cycles: An Essential Practice Chapter 3: Understanding our Impact Website Readings Review the follow site(s) and look over the information for the topic we are focusing on this week. Mini Coaching Cycles Video: What is a Coaching Cycle?	Analyze the key components and stages of coaching cycles in a student-centered coaching model and evaluate how these cycles can be used to assess and improve teaching practices.	Discussion Post and Response to Classmates Initial Coaching Logs
9/7	Readings Chapter 4: Student-Centered Coaching Conversations Chapter 5: Building a Culture Where Student Centered Coaching Thrives Video: Co-Planning and Co-teaching Podcast Listen to the following podcast and consider the topic we are focusing on this week. Podcast: A Conversation With Diane Sweeney on Student Centered Coaching	Examine strategies for facilitating student-centered coaching conversations and explore how to build a supportive school culture that nurtures and sustains student-centered learning practices, empowering educators and students to collaboratively drive continuous growth and improvement.	Discussion Post and Response to Classmates Listening Self Assessment
9/14	Website Readings https://www.dianesweeney.com/sorting-student-work-a-process-used-throughout-the-coaching-cycle/ Video: Leading Student-centered coaching: coaching cycles	Use data from screenings, surveys, progress monitoring, and assessments to make instructional decisions about content, pacing, student grouping, and methods for literacy intervention occurring during a mini-coaching cycle.	Discussion Post and Response to Classmates Coaching Logs 4/5
9/21	International Literacy Association. (2018). The role of literacy coaches in schools. https://www.literacyworldwide.org	Synthesize current research highlighting key takeaways and reflect on how the insights gained can inform your professional practice and support the development of positive coaching dispositions, including collaboration, adaptability, and a commitment to continuous improvement.	Discussion Post and Response to 2 Classmates Synthesizing Current Coaching Practices Paper
9/28	Reading Review chapter 3 Understanding Our Impact Read Chapter 6: Systems to Make Student Centered Coaching Happen Read Chapter 7: Supporting and Evaluating Coaches Video Measuring the impact of student-centered coaching	Analyze student data and reflect on co-planning and co-teaching interactions to assess the impact of the coaching cycle on student learning, teacher performance, and your effectiveness as a coach.	Discussion Post and Response to Classmates Analysis and Reflection of a Mini Coaching Cycle



10/5	Review Chapters 6 and Chapter 7 from Module 6 Video How Schools Can use Coaching Cycles to Support a Successful Curriculum Implementation.	Develop and facilitate a professional development session that explains how a student-centered coaching cycle promotes reflective practice through the analysis of student data, setting measurable goals, collaboration and implementing evidence-based literacy practices aligned to the Science of Reading.	Discussion Post and Response to Classmates Professional Development Video
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