

**RHODE ISLAND COLLEGE
DEPARTMENT OF ELEMENTARY EDUCATION
M.ED. READING PROGRAM
READ 667 READING SPECIALIST COACHING**

Catalog Course Description

Prerequisites: READ 501 & READ 534. Develop the role of coach in the teaching and learning of reading. Focus on model of coaching to effect change for improving the teaching of reading.

Purpose

The purpose of the course READ 667 Reading Specialist Coaching is to provide prospective reading specialists with a foundation to engage in academic coaching that enables them to assist practicing teachers at all levels to identify, plan for, and implement effective and appropriate reading and writing instruction. Prospective reading specialists are provided opportunities in the course to develop and practice coaching skills. Furthermore, instructors of other Reading Program M.Ed. courses have developed activities individuals who complete READ 667 to engage in coaching activities in each of the graduate reading program courses. The purposes of the coaching activities in the other Reading Program courses is to provide M.Ed. candidates opportunities to engage in coaching activities beyond the READ 667 course and to help individual candidates to obtain a high level of coaching and teaching proficiency.

Periodicals that afford a continuing extension of the teacher's knowledge base include: The Reading Teacher, Journal of Adolescent and Adult Literacy, Educational Leadership, Voices in the Middle, Peabody Journal of Education, and the Reading Research Quarterly.

Several web sites provide students with information about and opportunities to share experiences with coaching. Literacy Coaching Clearinghouse, www.literacycoachingonline.org ; Alliance for Excellent Education, www.all4ed.org; Literacy Coaching Resources, www.literacycoachingresources.info; and the Center for Cognitive coaching, www.cognitivecoaching.com.

Texts providing a knowledge/research base includes: Becoming a Literacy Leader (Allen), Coaching: Evoking Excellence in Others (Flaherty), The Reading Specialist (Bean), Lenses on Literacy Coaching (Toll), The Literacy Coach's Handbook (Walpole & McKenna), The Literacy Coaching Challenge (McKenna & Walpole), Literacy Coaching: The Essentials (Casey), Leadership Coaching for Educators (Reiss), Coaching for Balance (Burkins), Literacy Coaching (Duncan), The Literacy Coach's Desk Reference (Toll)and Cognitive Coaching (Costa & Garmston).

Professional Standards Met

Specific outcomes for specialized reading professionals are clearly identified by the Professional Standards and Ethics Committee of the International Reading Association in the Standards for Reading Professionals, Revised (2010). The content of the Reading Specialist Coaching course addresses one or more of the elements of each of the IRA Standards for Reading Professionals (2010).

Standard # 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard # 2: Curriculum and Instruction – Candidates use instructional approaches, materials and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard #3: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard # 4: Diversity – Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard # 5: Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches, and methods, curriculum materials, and the appropriate use of assessments.

Standard # 6: Professional Learning and Leadership – Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Course Goals

The goals for READ 667 reflect the standards written in the International Reading Association document Standards for Reading Professionals (2010).

- 1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
- 2.1 Use foundational knowledge to design or implement an integrated, comprehensive and balanced curriculum.
- 2.2 Use appropriate and varied instructional approaches including those that develop word recognition, language, comprehension, strategic knowledge, and reading-writing connections.
- 3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
- 3.3 Use assessment information to plan and evaluate instruction.
- 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

5.3 Use routines to support reading and writing instruction (e.g. time allocation, transitions from one activity to another, discussions, and peer feedback).

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.

Course Objectives

The course objectives for READ 667 are competencies identified in the International Reading Association document Guidelines for the Specialized Preparation of Reading Professionals (2010), the Rhode Island Department of Education Professional Teaching Standards, and the graduate program competencies identified by the Feinstein School of Education and Human Development. Individuals seeking to become reading specialists must demonstrate competency in these READ 667 objectives:

Learning Objectives	Standards (IRA/NCATE, RIPTS, FSEHD Competencies)	How/Where Assessed
1. Model fair mindedness, empathy, and ethical behavior when teaching students and working with other professionals.	IRA 1.3, FSEHD Knowledge 4, FSEHD Practice 4	Coaching
2. Demonstrate support for teachers and other personnel in the design, implementation, and evaluation of reading and writing curriculum for all students.	IRA 2.1, RIDE 10, FSEHD Practice 1	Coaching
3. Demonstrate support for classroom teachers and education personnel to implement instructional approaches for all students	IRA 2.2, RIDE 7, FSEHD Knowledge 1, Practice 1	Observation of Coaching Cycle
4. Collaborate with and provide support to all teachers in the analysis of data, using the assessment results with all students.	IRA 3.2, RIDE 7, RIDE 8 FSEHD Knowledge 2	Self- Evaluation
5. Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions.	IRA 3.3, RIDE 9, FSEHD Practice 1	Coaching
6. Support teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	IRA 4.2, RIDE 4, RIDE 10, FSEHD Knowledge 3	Reflective Coaching Log
7. Collaborate with others to	IRA 4.2, RIDE 3, FSEHD	Self-Evaluation

build strong home-to-school and school-to-home literacy connections.	Knowledge 3	
8. Support teachers to create effective routines for all students especially those who struggle with reading and writing.	IRA 5.3, RIDE 5, FSEHD Practice 1	Reflective Coaching Log
9. Demonstrate effective interpersonal, communication and leadership skills.	IRA 6.2, FSEHD Practice 4	Observation of Coaching Cycle
10. Demonstrate your ability to use technology to design, develop, implement, and evaluate reading and writing instruction and student learning.	IRA 6.2, FSEHD Knowledge 2, FSEHD Practice 2	Self Evaluation

Course Content

Model of Coaching
 Cognitive Aspects of Coaching
 Building Trust
 States of Mind and Coaching
 Processes of Change and Coaching
 Role and Responsibilities of a Reading Coach
 Reflection and Coaching
 Self Evaluation

Text and Readings

A text and reading have not yet been finalized!

Course Requirements

Attendance: Attendance is required at all class sessions. Absence from class will have a negative impact on your final assigned grade.

Examinations: There is no final examination in this course.

Assignments: Several course assignments are required to complete this course successfully. The purposes of each assignment are to reinforce course topics, provide experiences, and allow students opportunities to discuss and share ideas with one another. All written assignments are to be typed unless otherwise specified. Assignments are graded primarily on the basis of content using a rubric, however neatness, writing style, organization, grammar, and spelling, and are considered in awarding grades. Therefore, the presence of grammatical errors, misspellings, run-on sentences, sentence fragments, other stylistic shortcomings, and inappropriate word processing detract from your grade.

Work is to be submitted electronically using your Chalk and Wire account. Submit your work to the READ 667 web site.

Assignment # 1 Coaching

Each student participates as a coach in five (5) coaching cycles with a course co-learner. During each coaching cycle you and your co-learner participate in a pre-observation conversation, an observation of your co-learner teaching, and a post-observation conversation. Each coaching cycle should be completed during one day.

Select a co-learner to work with from the READ 667 class.

Pre-Observation Conversation

As coach assist your co-learner to identify his/her teaching goals and strategies. With your co-learner decide what data you will collect during the observation of teaching.

Observation

- Observe the entire instructional session
- Take notes of the observation
- Collect the data for your co-learner

Post-Observation Conversation

Encourage your co-learner to discuss his/her impressions of the instructional session. Ask your co-learner to identify the next steps to be taken in the instruction.

Assignment # 2 Observation of Coaching Cycle

Arrange with the course instructor to observe one of your full coaching cycles including the observation of instruction of your co-learner.

Assignment # 3 Reflective Coaching Log

Complete one coaching log for each coaching cycle you participate in during the semester. An example of a coaching log form will be sent to you electronically prior to your first coaching session. Upon completion of each coaching log email your completed log to your co-learner and send a copy to your Chalk and Wire, READ 667 account.

Assignment # 4 Coaching Self-Evaluation

As a coach complete a self-evaluation describing areas of personal and professional growth as a coach. Additionally, you need to identify a plan for your future growth as a coach. As a guide to complete your self-evaluation you will use the five states of mind taxonomy discussed in class and used by you as a coach. Using the elements of the five states of mind will help you write your evaluation. Your self-evaluation is not to exceed

eight double spaced pages. You will send your self-evaluation to the READ 667 web site on Chalk and Wire.