A. Catalog Entry

EDRD 624: Leadership in Literacy: Administration, Supervision, and Coaching

Abbreviation: LEADERSHIP IN LITERACY

(3) Three hours lecture

Prerequisites: EDRD 688, EDRD/EDSP 641, EDRD/EDSP 695

B. Detailed Description of Content of Course

Reading Specialist/Literacy Coach Overview
- The Evolution of the Reading Specialist (RS) as a Literacy Coach (LC)
- The multiple leadership responsibilities of the Reading Specialist/Literacy Coach
- The effect of the 2001 National Reading Panel Report on the Reading Specialist
- Review research-based reading practices and literacy coaching

The Roles and Knowledge Base of the Contemporary RS/LC
- RS/LC as resource teacher
- RS/LC as supplemental school administrator
- RS/LC as diagnostician
- The role of the RS/LC in remediation
- Teaching students - Teaching teachers: recognizing the difference
- Coordinating and facilitating reading curricular modifications
- Development of professional development inservice training
- Systematic evaluation and adoption of commercial reading curricula

Reading Specialist/Literacy Coach Responsibilities and Procedures
- Differentiating instruction targeting low achievers and gifted readers
- Active and Ongoing Assessment of Classroom Instruction
- Use of the Reading Lesson Observation Framework (RLOF)
- Ongoing collaboration to foster increased reading achievement
- Instructional modeling of research-based reading strategies
- Providing guided practice in Instructional Methods
- Relationship building and reaching consensus through conferencing
- Fostering educational partnerships with stakeholders
• Selection of appropriate print and nonprint texts
• The use of assessments to modify and supplement classroom instruction and individual remediation
• The development of teacher study groups
• Methods to engage families in the literacy challenge
• Confidentiality and professional ethics

C. Detailed Description of Conduct of Course

Class sessions for this course include guided discussion about readings, hands-on activities, peer collaboration, audio-visual presentations, book discussions, guest speakers, role-playing, quick writes, and applied technology assignments.

D. Goals and Objectives of the Course

Goals, objectives, and assignments in this class address NCATE Standard 1.c.

Goals, objectives, and assignments in this class address International Reading Association Standards for Reading Professionals (IRA) and Virginia Department of Education Standards for Reading Specialists (VRS) as identified below.

As a result of this course the professional Reading Specialist and Literacy Coach will learn to:

1. Demonstrate knowledge of strategies for planning, organizing, coordinating, and supervising the reading program within the classroom, school, or division. (VRS 6.h)
2. Demonstrate knowledge of strategies for instructing and advising teachers (e.g., by modeling, demonstrating, teaming, consulting, coaching) in the skills necessary to differentiate reading instruction for all students. (VRS 6.g)
3. Demonstrate knowledge of ways to initiate, implement, evaluate, and participate in professional development to enhance the quality of reading instruction and address the goals of the reading program. (IRA 5.4)
4. Demonstrate knowledge of principles, procedures, and issues involved in designing, implementing, evaluating, and improving the reading curriculum. (IRA 2.1)
5. Identify strategies for selecting, organizing, and using appropriate reading materials and instructional resources, including instructional technologies, to create a learning environment that promotes students' reading development. (IRA 2.3)
6. Identify relevant research literature and be able to recommend and explain its impact on literacy. (IRA 1.1, 1.2, 1.3)
7. Actively participate in local, state, national and international professional organizations which promote literacy and professional development. (IRA 5.2)
8. Demonstrate knowledge of communication and facilitation skills to promote effective collaboration among colleagues (e.g., teachers, administrators, media specialists, other specialists, special education personnel), students' families, and the wider community in addressing the goals of the reading program. (VRS 6.i)
9. Recognize how to apply techniques for consensus building and conflict resolution to facilitate communication about issues relating to the reading program. (IRA 5.3)

10. Recognize how to help advocate for public support of reading education by communicating effectively with policymakers, the media, and the general public.

11. Use multiple indicators to determine effectiveness of the literacy curriculum. (IRA 3.3)

12. Initiate, implement, and evaluate professional development programs. (IRA 5.2, 5.4)

E. **Assessment Measures**

EDRD 624 assessments include but are not limited to:

1. Exam on the National Reading Panel Report (NRP)
2. Design of Professional Development Seminars
3. Reading Lesson Observation Framework Case Study (NCATE ASSESSMENT)

F. **Other Course Information**

None