

I. Course Title: Coaching to Improve Reading

II. Course Prefix and Number: ED 589

III. Credit: 3.0 Semester Hours

IV Dates/Times: Ongoing, asynchronous online

V. Instructor: Marilyn McGuire

VI. Location: Online, <https://www.cccreditsonline.org/>

VII. Course Description:

No skill is more important to student achievement than the ability to read and derive meaning from the printed page. School improvement plans in virtually every school, regardless of grade level configuration, underscore the importance of all teachers working toward helping students to learn to read and to use their reading skills to learn key information in each subject area. It is no surprise that reading skills are often the first consideration in overall student achievement and the subject of a host of initiatives in every state. State and national grants, professional development efforts, and specific school improvement plans all focus upon helping students to be effective readers who can ultimately use reading and reasoning skills independently for a variety of purposes. This is especially significant with wide ranges of reading abilities that are present in today's classroom along with the challenge of teaching students who do not speak or read English. It is clear from the research that positive and intentional classroom practice toward this goal is enhanced through coaching. Using coaching principles, grounded in respectful interaction, can grow the skills of team members.

This course focuses upon the all-important coaching relationship in improving student reading achievement. Seven components of successful reading programs are the foundation of reading achievement: phonemic awareness, phonics, fluency, vocabulary, comprehension, writing about the reading, and content area reading skills. Intentional best practice in each reading component is emphasized as the basis for the coaching interaction. Through learning activities, observations of teaching and practice and application of skills, participants learn how to establish a positive, respectful, caring and confidential coaching relationship that allows each partner to grow and learn in a safe, collaborative and guiding atmosphere with the common goal of increasing student reading achievement.

The entire course is designed for application in the real world of the participant. In the coaching process, many individuals report that the act of asking essential questions, for example, transfers to their own practice in lesson design and delivery. Further, the intentional best practices of coaching and reading instruction are immediately useful for improving student reading achievement. The course is intended to model effective

coaching and instruction so that it can be of immediate use to the participants, allowing for transfer into their classroom practice.

VIII. Course Objectives:

Participants will:

- Understand the elements of a positive coaching relationship
- Establish operating principles and plan for an effective coaching experience
- Understand best practice in each of the seven components of successful reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, writing about the reading, and reading in content area skills
- Understand how enduring understanding, student engagement, student outcomes and teacher behaviors that cause learning to happen are foundational to every subject and to the coaching interaction
- Design and use essential questions in reading instruction and in coaching
- Use the Foundational Four in lesson planning and design
- Understand four components of reading instruction to plan for in every class especially content area instruction: reading with and to students, vocabulary/decoding, comprehension, and writing about the reading
- Differentiate instruction based upon enduring understanding, while varying difficulty level and complexity of content that is read
- Choose effective methods for data collection and analysis
- Observe effective coaching methods and practices
- Identify effective communication structures and those that detract from a positive coaching experience
- Construct effective reading lessons based upon research-based practice in reading
- Observe one another and conduct coaching conferences and feedback analysis
- Distinguish between effective and ineffective lessons/instructional episode/Practices
- Learn how to assess text fit and to differentiate instruction using appropriate resources and identified, common standards
- Differentiate comprehension questions, understanding that for some students literal questions are more difficult than inferential
- Understand the different reading demands of specific subject areas and design lessons to assist reading in content areas, with special emphasis upon reading rate
- Design a building-wide coaching and collaboration process for increasing student reading achievement
- Observe and conduct an effective data-driven coaching conference

IX. Texts, Readings, Instructional Resources/Methods of Instruction

This course provides opportunities for a variety of skills practices. These practices are designed to address a variety of student learning styles and to vary the methods and modes of practice. Lessons in video format and those summarized in the course are also varied to include some that are direct instruction, some that are facilitated instruction, and some that are constructivist in nature, as the coaching and reading skills are being

practiced. Observing lessons in video format are particularly helpful in illustrating both the reading and coaching skills to be learned.

A variety of strategies are employed in this course:

- Content presented for participants to read online—the formal instruction
- Video clips of lessons, coaching, feedback sessions
- Specific and varied learning activities to practice skills and strategies
- Analyses of lessons by video and script
- Specific practice with data collection and feedback processes
- Online forum for participants to post answers to questions, lesson analysis, responses to feedback sessions and receive specific feedback against identified standards
- Application settings to be completed in workplace settings and summarized in forum for specific feedback
- Activities, quizzes, and feedback with each course module so skills are practiced At high enough levels of understanding so that they can be applied throughout the course

X. Content Outline/Topics

Lesson One: Effective Coaching Practices

1A. Practices to Ensure Success in Coaching

- Relationships and Operating Principles
- Workbook, video, and forum practices
- Specifics of the Coaching process and coaching roles
- Understanding the roles of peer coaches, mentors, literacy coaches, and evaluator/teacher in coaching processes—similarities and differences

1B. Reading and Enduring Understanding

- Foundational Four in Effective Lessons, with emphasis upon Enduring Understandings: Enduring understandings, student engagement, student outcomes, teacher behaviors to ensure student learning
- Intentional best practice and coaching
- Learning to read and reading to learn
- Workbook, coaching team practice, quiz, forum post

1C. Essentials of Reading Achievement and Reading Instruction

- Seven components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension, writing about the reading, and reading in content area skills
- Definitions of each component
- Video overview and illustration of each component

1D. Coaching Questions and Data Collection in Reading

- Using Coaching Questions to Encourage Teacher self-assessment
- Coaching questions to build intentional best practice
- Distinguishing between planning and data analysis questions
- When to teach rather than question--mentoring
- Effective use of language in coaching

Lesson Two: Phonemic Awareness and Reading

- Research on phonemic awareness—definition, student outcomes, intentional teacher behaviors
- Phonemic awareness in primary and ELL classrooms
- Essential elements in instruction with phonemic awareness
- Small group instruction involving teachers and paraprofessionals
- Coaching with phonemics assessments
- Workbook, video analysis activities, quiz

Lesson Three: Phonics

- Addressing the Great Phonics Debate—phonics vs. comprehension
- Enduring Understanding, Phonics, and Coaching
- Definition of phonics and its role in reading instruction
- Phonics assessment and coaching
- Reviewing understanding of phonemics and phonics in reading instruction
- Quiz, practices, workbooks, forums

Lesson Four: Fluency and Reading

- Importance of fluency and automaticity of words
- Fluency and comprehension link
- Mistakes in oral reading—when and how to correct
- Assessing fluency and using error patterns in instruction
- The role of punctuation in fluency and comprehension
- How students become fluent readers
- Using data and essential coaching questions
- Analyzing lessons in script and video formats
- Fluency with ELL students and secondary readers
- Video, workbook, practice on site, quizzes

Lesson Five: Vocabulary

- Vocabulary as gatekeeper to conceptual understanding
- Kinds of vocabulary—general, technical, specialized
- Distinguishing between effective and ineffective vocabulary strategies
- Preteaching of Key Vocabulary/Accessing prior knowledge

- Link between enduring understanding and teaching vocabulary
- Vocabulary development while students are reading
- Building-wide vocabulary focus
- Applying vocabulary that has been learned
- Lesson analysis and coaching conferences with video and script formats
- Quizzes, forum posts, practice on site with feedback and analysis

Lesson Six: Comprehension

- The marriage between decoding and comprehension—reading as meaning-driven
- Enduring understanding as means of determining what students must read
- Levels of Comprehension
- Connecting comprehension with skills the student already has—creating an Experience; accessing of prior knowledge and skill
- Differentiation in comprehension—difficulty, complexity, content
- Purpose and Essential questions in reading comprehension
- Text fit determination
- The difficulty of literal vs. inferential comprehension questions
- Comprehension strategies
- ELL students and comprehension
- Coaching students with and to higher level thinking skills
- Monitoring comprehension
- Practicing comprehension and authentically assessing it in varied materials
- Use of graphic organizers
- Use of cooperative and group learning options—e.g. turn and talk, read alouds
- Comprehension strategies before, during, after reading
- Video and script analysis, coaching interactions on site, quiz, forum posts, workbook activities

Lesson Seven: Writing About the Reading

- The link between reading, writing, and listening
- Active engagement and writing
- Writing as assessment and self-assessment of what has been learned and understood
- Use of writing models—extended response, journals, learning logs, graphics, etc.
- Writing as diagnosis and lesson closure
- Coaching sessions to plan writing experiences for students
- Analyzing writing lessons and providing coaching feedback

Lesson Eight: Reading in Content Areas

- Four essential lesson elements in all classes—reading with and to students vocabulary/decoding, comprehension, and writing about the reading

- Before, during and after reading strategies
- Different demands of different content areas—how students navigate text
- Identification and teaching of specific text features
- Rate of reading—varying for different purposes
- Separating important from unimportant information
- Role of Essential Questions in content area instruction
- Use of structures and strategies to assist all readers
- Differentiation in content area classrooms
- Video and script analysis, workbook activities, forum posts, application of skills in content area practice, coaching and feedback sessions

Lesson Nine: Coaching and Collaboration on a School-Wide Basis

- Using coaching with grade levels, teams, and departments
- Building collaborative relationships
- The role of the principal and superintendent in sustaining reading efforts, building and district-wide—coaching the staff
- Distinguishing between best practice and clear standards and the issues of teacher style or preference
- Establishing common standards in grade levels, courses, and departments
- Video analysis, action planning, coaching and feedback

Lesson Ten: Final Exam

Final exam is in two parts. There will be an objective exam that is comprehensive over all course content in coaching and reading. Each participant will also engage in a coaching experience, self-evaluate that experience according to a rubric, and report the results to the forum. Another rubric will determine whether the participant has effectively applied the concepts from the course. The combination of the two will determine the passing grade.

XI. Course Requirements and Grading Policy:

This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include workbook exercises, short answers that are reviewed by a moderator, quizzes, observation and analysis of lessons, coaching interactions with a coaching partner that include feedback and analysis of both the lesson and the coaching episode. A final exam is also a part of the course and must be successfully passed with 80% in order to pass the class. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

XII. Grade Distribution and Scale:

70 % On-line forum assignments submitted to the on-line instructor (self-reflections, results of skills practicing, creating a plan, evaluating techniques). The course moderator/mentor will interact with the participant to ensure the participants mastery of the knowledge and skills taught in the course. The moderator's assessment assures the participant's new level of expertise will enable the participant to understand and implement the new skills and strategies immediately into their personal working situation. The combination of the all the interactive components of the courses and the one-on-one interactions with the moderator/ mentor will determine the participant's mastery.

15% Workbook/Reflective Journal (research, creating a plan, case studies).

15% Final Exam.

The participant has 15 weeks to complete all aspects of the course.

Grading for CE Credits Online Courses

All courses are Pass/Fail unless a letter grade is requested by the participant when registering for the course.

For a Passing grade:

Completion of all online assignments, reflective journal assignments, postings to online forum, response to practice done in own setting and passing the final exam.

Every Forum Exercise must be approved by the moderator and checked off on the participant's outline before the participant can complete the post survey, course evaluation, final exam, and submit for credit. This creates a forced mastery that ensures each student has mastered all of the concepts prior to receiving credit. Our moderators work with participants on a one-to-one basis to ensure that every participant has a firm grasp of each lesson.

* Students are required to meet a mastery equivalent to a B grade to be allowed to apply for academic credit.

For a B grade:

Completion of all online assignments, reflective journal assignments, postings to online forum, response to practice done in own setting and passing the final exam with a score of 80%.

An A grade would be based upon demonstrated quality-excellent work and a score of 90% and above on the final exam.

*See attached rubric

