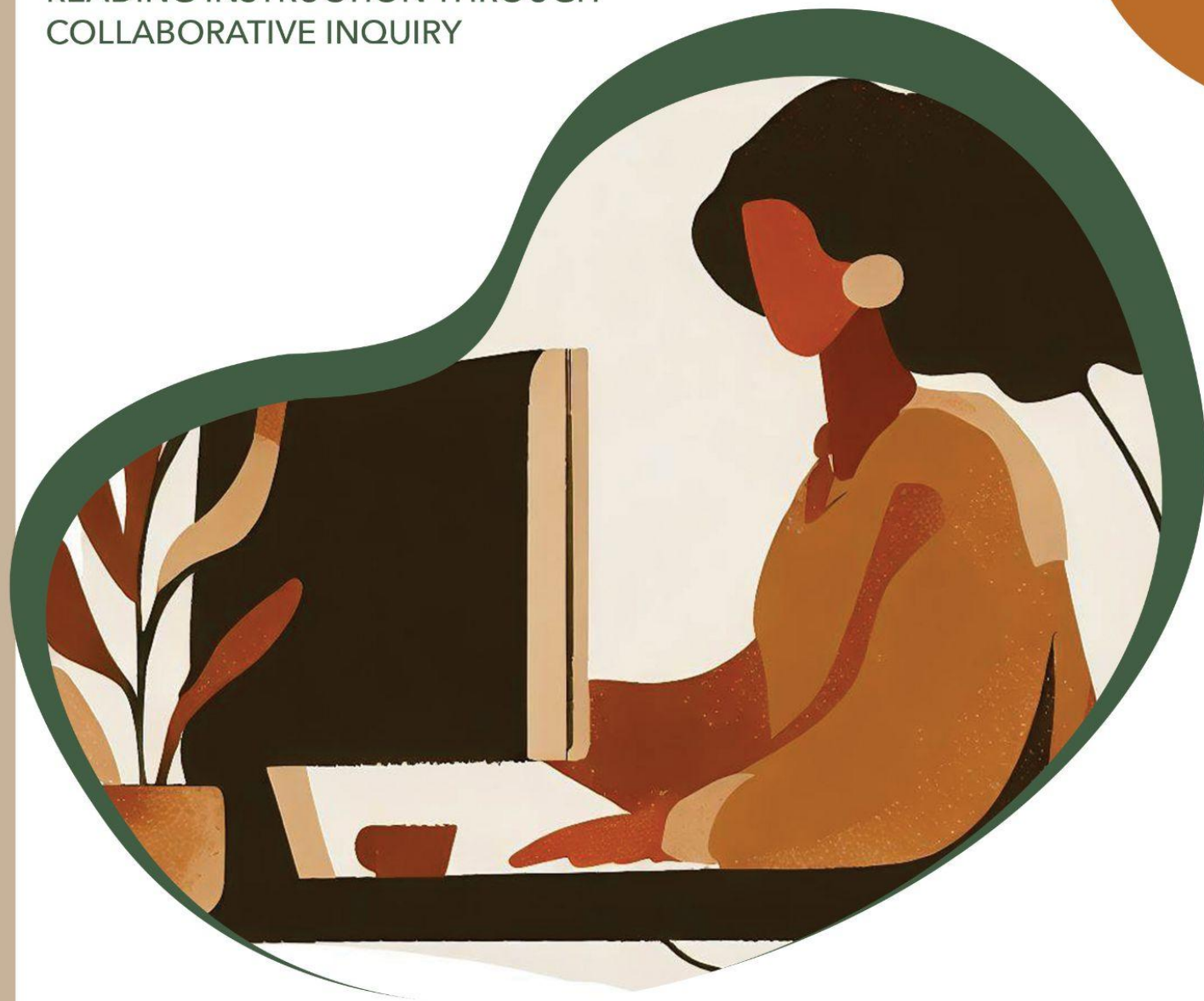




Course Syllabus

BUILDING CAPACITY FOR EFFECTIVE
READING INSTRUCTION THROUGH
COLLABORATIVE INQUIRY



Building Capacity for Effective Reading Instruction through Collaborative Inquiry

45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description:

This course focuses on 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.

Course Objectives: By the end of the course, 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 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

Student Expectations:

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. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

Special Features:

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.

Grading Policy

100%-90% = A

89%-80% = B

79% and below is Not Passing

Course Component	Percentage of Final Grade
Forum Post Exercises/ Reflective Journals	70%

Quizzes	10%
Final Exam	20%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

Methods of Instruction:

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

Class Outline:

- Lesson 1
 - 1.a Practices to Ensure Success in Coaching
 - 1.b Coaching Relationships and Trust
 - 1.c Coaching Roles
 - 1.d Reading and Enduring Understandings
 - 1.e Student Outcomes
 - 1.f Student Engagement
 - 1.g Teacher Behaviors that Contribute to Student Learning

- 1.h Essentials of Reading Achievement and Reading Instruction
- 1.i Coaching Questions and Data Collection in Reading
- 1.j To Question or Not to Question ...
- 1.k Effective Use of Language in Coaching
- Lesson 2
 - 2.a Phonemic Awareness and Reading
 - 2.b Enduring Understanding, Phonemic Awareness and English Language Learners
 - 2.c A Word on Phonemic Awareness and Assessment
- Lesson 3
 - 3.a Phonics and Reading
 - 3.b Enduring Understanding, Phonics and Coaching
- Lesson 4
 - 4.a Fluency and Reading
 - 4.b How Do Students Become Fluent Readers?
 - 4.c Fluency and Older Readers
 - 4.d Assessing Fluency
- Midterm
- Lesson 5
 - 5.a Vocabulary
 - 5.b Distinguishing Between Effective and Ineffective Vocabulary Strategies
 - 5.c Pre-Teaching of Key Vocabulary
 - 5.d Practicing Key Vocabulary
 - 5.e Vocabulary Development While Students Are Reading
 - 5.f Building-Wide Vocabulary Focus
- Lesson 6
 - 6.a Comprehension
 - 6.b Moving From the Known to the Unknown in Reading
 - 6.c Differentiation: Many Avenues to the Same Goal
 - 6.d Comprehension Strategies
 - 6.e Reading Text at an Instructional Level
 - 6.f Read Alouds and Coaching
- Lesson 7
 - 7.a Writing About the Reading
 - 7.b Focus of Writing
 - 7.c Forms of Writing About the Reading
 - 7.d Extended Responses
- Lesson 8
 - 8.a Reading in Content Areas

- 8.b Reading Demands of Different Subject Areas
- 8.c Reading Skills in Literature
- 8.d Reading Skills in Social Studies
- 8.e Reading Skills and Science
- 8.f Reading Skills in Math Class
- 8.g Other Content Areas
- 8.h Before, During, After Reading Strategies
- Lesson 9
 - 9.a Coaching and Collaborating on a School-Wide basis
 - 9.b Common Language and Vocabulary
 - 9.c Building-Wide Reading Focus
 - 9.d Teaching and Coaching Colleagues Across Content Areas
 - 9.e Leadership for Collaboration
 - 9.f Commitment to the Task
 - 9.g Forum Post
 - 9.h Final Thoughts and Closure
- Post Survey
- Evaluation
- Final Exam
- Final exam is in two parts. There will be an objective exam that is comprehensive overall 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.

Skills Transfer:

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.

Compliance with and Commitment to the American Disabilities Act:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect

[Learning Management System Sign In
support@cecreditonline.org](mailto:support@cecreditonline.org)
www.cecreditonline.org

their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy:

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.