

The Reading Specialist / Literacy Coach
EDN 595 – Spring, 2006
Section 003 W – 5:30 to 8:15
Education Building 232
Dr. Barbara Honchell

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Course Description:

The purpose of this course is to explore reading specialist / literacy coach's role in supporting the five standards considered essential for reading professionals: knowledge of the foundations of reading and writing processes and instruction, use of a wide range of instructional practices approaches, methods, and curriculum materials to support reading and writing instruction, use of a variety of assessment tools and practices to plan and evaluate effective reading instruction, create a literate environment that fosters reading and writing, view professional development as a career-long effort and responsibility.

Objectives:

The student will learn to support literacy reform efforts by:

- Explaining, comparing/contrasting, critiquing, and referring to major theories of reading, writing, and language in meaningful ways in order to demonstrate relevant foundational knowledge that guides research and grounds practice.
- Assisting classroom teachers and paraprofessionals in the use of a wide range instructional groupings, instructional practices, and curriculum materials to best meet the needs of all students.
- Assisting the classroom teacher in the use of assessment and assessment information to guide instruction for all students and to use in-depth assessment information to plan individual instruction for struggling readers, as well as communicate assessment information to various audiences for both accountability and instructional purposes.
- Assisting classroom teachers and paraprofessionals in selecting reading materials that match the reading level, interest, cultural background, instructional needs of students.
- Demonstrating, modeling, and assisting classroom teachers in the development of a literate classroom environment and daily reading and writing lessons that support the development of lifelong readers and writers.
- Conducting professional study for classroom teachers and paraprofessionals in a variety of settings and assist them as they strive to improve instructional practices.

The intent of these objectives is to develop the competencies necessary for literacy leadership roles as a reading specialist or literacy coach with the outcome of establishing school and school district based literacy practice that positively impacts literacy leaning for all students.

Required Text:

International Reading Association (2004). *Preparing reading professionals: A collection from the International Reading Association*. Newark, DE.

Lyons, C.A. & Pinnell, G.S. (2001). *Systems for change in literacy education: A guide to professional development*. Portsmouth, NH: Heinemann.

Toll, C. A. (2005). *The literacy coach's survival guide: Essential questions and practical answers*. Newark, DE: International Reading Association.

Literacy Lab Packet for EDNL 340 (available only in the UNCW Bookstore)

Other readings will be provided and/or recommended to enhance the needs of individual interests of class members.

Grading

The instructor begins this class with the assumption that everyone will earn an A for this course. This is a seminar style class that focuses on the development of understanding of the role of the literacy coach in various settings using practice and application with students in the Ed Lab and the setting in which you work during the school year and is based on the concept of socially constructed learning. Grading is based on completing reading, actively participating in class discussion, and completion of related assignments. Feedback from the instructor and peers will be offered on assignments but self-reflection and self-evaluation will be a major assessment tool. Prior to Wednesday, May 3 individual conferences will be conducted in lieu of a final exam to determine the course grade with a general guideline of one third of the grade based on completion of reading, one third of the grade based on participation in class discussion, and one third based on related assignments including sharing of coaching research. Of course these three areas overlap and “the thirds” are broad ranges.

It is expected that all students will adhere to the Standards of Professional Conduct of the Watson School of Education in all interactions with colleagues, parents of children, and professional educators within the Watson School of Education or public schools.

Disability Statement

If you are a person with a disability and anticipate needing accommodations of any type in order to participate in this class, you must notify Disability Services (Westside Hall, 962-7555), provide the necessary documentation of the disability, and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please identify yourself to me in order that we can implement these accommodations.

Tentative Course Schedule:

Date	Topic	Readings for Class Discussion	Activities
January 18	Course Overview Change Adult Learning	Course Syllabus LCSG 1. Introduction 2. Section 1 SFC 1. Chapters 1 & 2	1. SFC - Complete page 21, #3
January 25	The Role of Literacy Coach	LCSG 1. Chapters 3, 4, 5 SFC 1. Chapter 5 2. Lab Pack for Literacy Lab EDN 340	1. SFC – Complete page 55, #2 for the context in which you work 2. Contact tutor you will coach to make arrangements for an initial meeting
February 8	Coaching Individuals	LCSG 1. Chapter 6 SFC 1. Chapter 7	1. Conference with a student tutoring in the Ed Lab regarding tutoring
February 22	Analysis of Lessons	SFC 1. Chapter 9 & 10	1. Observe a tutoring session using blank forms in SFC on pages 249 & 250. 2. Conference with the tutor after the lesson to understand more about the lesson.
March 1	Shifting Teaching	SFC 1. Chapter 11	1. Meet with tutor with suggestions for changes in sessions and make arrangements for a second observation 2. Observe tutoring again to observe for changes in teaching
March 15	Professional Development	LCSG 1. Chapter 5, 8, 9, Conclusions	1. Conference with tutor about observations and offer suggestions

	Systems Pulling Ideas Together	SFC 1. Chapter 6	2. Based on an area of personal need you have identified as a result of your coaching experience, read three or four articles or book chapters about literacy coaching or coaching in general to extend your own learning. Write a summary of your learning and be prepared to share with classmates about the area of coaching you explored.
March 22	Standards for Reading Professionals - 2003 Foundational Knowledge	PRP 1. Pearson 2. Evidence Based Reading Instruction 3. One additional article of interest for standard from 1.2 or 1.3 SFC 1. Chapter 3	1. Written reflection about reading and class discussion 2. Self evaluation of foundational knowledge for Standard 1
March 29	Instructional Strategies & Curriculum Materials	PRP 1. Duffy Hester 2. Two additional articles of interest one each from 2.1 & 2.3 SFC 1. Chapter 4	1. Written reflection about reading and class discussion 2. Self evaluation of strategies and materials knowledge for Standard 2
April 12	Assessment, Diagnosis, & Evaluation	PRP 1. Farr 2. Serafini 3. High Stakes Assessment Handout 4. One additional article of interest from 3.2, 3.3 or 3.4	1. Written reflection about reading and class discussion 2. Self evaluation of assessment, diagnosis, and evaluation knowledge for Standard 3
April 26	Creating a Literate Environment	PRP 1. Sweet & Guthrie 2. Worthy 2002 3. Worthy 1998	1. Written reflection about reading and class discussion 2. Self evaluation of environmental knowledge for Standard 4

		4. One additional article from 4.1, 4.2, or 4.3	
April 19	Professional Development	PRP 1. Bean, Swan, & Knaub 2. Dole 3. Jaeger 4. One additional article from 5.1 or 5.4	1. Written reflection about reading and class discussion 2. Self evaluation of professional development knowledge for Standard 5
May 3 7:00 PM	Class discussion about the areas of coaching explored by class participants		

***** Readings need to be completed before class meeting, assignments to be complete after class.**

****** Please note that this schedule is subject to change to meet the needs of class participants.**