# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page

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| A.1[. Course or program](#_heading=h.gjdgxs) | READ 667 Literacy Coaching and Administration of Programs  |  |
| [Replacing](#bookmark=id.2et92p0)  | READ 667 Reading Specialist Coaching |
| Academic Unit | School of Education |
| A.2. [Proposal type](#bookmark=id.tyjcwt) | Course: revision  |
| A.3. [Originator](#bookmark=id.4d34og8) | Natasha Feinberg | [Home department](#bookmark=id.2s8eyo1) ELED |  |
| A.4. [Rationale](#bookmark=id.17dp8vu)Additional Information for [new programs](#bookmark=id.tyjcwt) | The purpose of this proposal is to change the name of READ 667 from to READ 667 Reading Specialist Coaching to READ 667 Literacy Coaching and the Administration of Reading Programs. This change in name reflects two things. First, the term “literacy coach” encompasses the work the coach may do in writing as well as reading. Also, it reflects the integration of administrative content into this class. In essence, this will become the combined classes of READ 663 Reading Specialist Coaching and READ 641 Administration of Reading Programs.Under the reading specialist/consultant certification, the individual might have an instructional literacy coaching position and help with administrative reading decisions. READ 667 reflects these roles of the reading specialist in Rhode Island. It promotes the reading specialist as a leader of literacy. Research in effective leadership is combined with the research behind effective professional development to provide a theoretical base to becoming a literacy leader. A practicum allows for application of this theory.The purpose of READ 667 is to: 1) provide a prospective reading specialist with a foundation to engage in academic coaching; 2) enable a reading specialist to assist practicing teachers, reading teachers, and reading specialists, at all academic levels, to identify, plan, and implement cognitively sound, effective, and appropriate reading and writing instruction; and 3) engage self and others in authentic reflective experiences that promote literacy leadership.  |
| A.5. [Student impact](#bookmark=id.2u6wntf) | Coaching and administration of reading programs aligns with roles a M.Ed. in Reading teacher might actually hold. |
| A.6. [Impact on other programs](#bookmark=id.19c6y18) | None |
| A.7. [Resource impact](#bookmark=id.3tbugp1) | [*Faculty PT & FT*](#bookmark=id.3rdcrjn):  | Natasha Feinberg, Spring 4 credits |
| [*Library*:](#bookmark=id.26in1rg) | None |
| [*Technology*](#bookmark=id.lnxbz9) | None |
| [*Facilities*](#bookmark=id.35nkun2): | None |
| A.8. [Semester effective](#bookmark=id.28h4qwu) | Summer 2022 | A.9. [Rationale if sooner than next Fall](#bookmark=id.28h4qwu) |  |

## B. NEW OR REVISED COURSES

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|  | Old ([for revisions only](#bookmark=id.nmf14n))ONLY include information that is being revised, otherwise leave blank | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| B.1. [Course prefix and number](#bookmark=id.44sinio)  |  | READ 667 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#bookmark=id.2jxsxqh)  | Reading Specialist Coaching | Literacy Coaching and Administration of Programs |
| B.4. [Course description](#bookmark=id.z337ya)  | Students examine the role of the coach in the teaching and learning of reading. Focus is on models of coaching to effect change for improving the teaching of reading | Students examine the role of the reading specialist as leader and change agent. Focus is on models of coaching to effect change for improved literacy instruction and administration of programs. |
| B.5. [Prerequisite(s)](#bookmark=id.3j2qqm3) | Graduate Status | Graduate status, Enrollment in the M.Ed. in Reading program; READ READ 401,534, 629, 630; SPED 546 |
| B.6. [Offered](#bookmark=id.37m2jsg) | Fall  | Spring  |
| B.7. [Contact hours](#bookmark=id.4i7ojhp)  | 3 | 4 |
| B.8. [Credit hours](#bookmark=id.2xcytpi) | 3 | 4 |
| B.9. [Justify differences if any](#bookmark=id.1ci93xb) |  |
| B.10. [Grading system](#bookmark=id.1mrcu09)  |   | Letter grade  |
| B.11. [Instructional methods](#bookmark=id.3whwml4) |  Lecture | Small group | Individual |  | Lecture | Small group | Individual | Practicum  |
| B.11.a [Delivery Method](#bookmark=id.3whwml4) | On campus |  [% Online](#bookmark=id.46r0co2) |
| B.12.[Categories](#bookmark=id.2bn6wsx) |  | Required for program  |
| B.13. [How will student performance be evaluated?](#bookmark=id.qsh70q) |  | Attendance | Class participation | Exams | Fieldwork | Presentations | Papers | Class Work | Quizzes |Performance Protocols | Projects |  |
| B.14. [Redundancy with, existing courses](#bookmark=id.3as4poj) |  | None |
| B. 15. Other changes, if any |  |

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| B.16. [Course learning outcomes](#bookmark=id.1pxezwc): List each outcome in a separate row | [Professional organization standard(s)](#bookmark=id.49x2ik5), if relevant  | [How will each outcome be measured?](#bookmark=id.2p2csry) |
| 1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. | RIPTS 6,7ILA 1.3 | Practicum/Coaching |
| 2. Communicate the importance of fair-mindedness, empathy, and ethical behavior in professional behavior. | RIPTS 6, 7ILA 1.3 | Coaching/Coaching log |
| 3. Demonstrate support for teachers and other personnel in the design, implementation, and evaluation of reading and writing curriculum for all students. | RIPTS 7, 8, 10ILA 2.1 | Coaching |
| 4. Demonstrate support for classroom teachers and education personnel to implement instructional approaches for all students.  | RIPTS 4, 6, 7, 8, 9, 10ILA 2.2 | Coaching |
| 5. Collaborate with and provide support to all teachers in the analysis of data, using the assessment results with all students.  | RIPTS 7, 10ILA 3.2 | Self-Evaluation, Coaching |
| 6. Lead teachers to analyze and use classroom, individual, grade-level, or school-wide assessment data to make instructional decisions | RIPTS 7, 9 | Coaching |
| 7. Demonstrate support for teachers to provide differentiated instruction and work with teachers to develop students as agents of their own literacy learning. | RIPTS 4, 6, 7, 8, 9 | Coaching, Videos of Coaching Cycle, Cognitive Maps |
| 8. Demonstrate support for teachers and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students’ diverse backgrounds. | RIPTS 4, 7, 10 | Self-Evaluation, Coaching |
| 9. Encourage and support teachers to use routines during reading and writing instruction (e.g. time allocation, transitions from one activity to another, discussions, and peer feedback). | RIPTS 6ILA 5.3 | Videos of Coaching Cycle, Self-Evaluation, Cognitive Maps |
| 10. Encourage and support teachers to use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. | RIPTS 6ILA 5.4 | Videos of Coaching CycleSelf-Evaluation |
| 11. Demonstrate effective interpersonal, communication and leadership skills. | RIPTS 7, 8ILA 6.2 | Videos of Coaching Cycle |
| 12. Encourage and support teachers in their efforts to use technology in literacy assessment and instruction. | RIPTS 7, 10ILA 6.2 | Videos of Coaching Cycle, Self-Evaluation |

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| B.17. [Topical outline](#bookmark=id.147n2zr): Please do not include a full syllabus |
| 1. What is a Literacy Coach?
	1. Organization Change Theory (Burke-Litwin)
2. Models of Coaching
	1. Peer Coaching
	2. Cognitive Coaching
	3. Instructional Coaching
	4. Content Coaching
3. Roles of the Literacy Coach
	1. Change Agent
	2. Relationship Builder
	3. Data Analyst
	4. Curriculum Expert
	5. Resource Manager
	6. Professional Developer
		1. Kegan’s Model of Adult Learning
4. Literacy Leaders within the public school systems
5. Grant writing
6. professional organizations

5) Coaching practicum1. The coaching cycle
2. Targeted goal setting
3. Measurable outcomes
4. Community connections
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## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

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| Name | Position/affiliation | [Signature](#_heading=h.2lwamvv) | Date |
| Natasha Feinberg | Interim Program Director of M.Ed. in Reading | **Natasha J. Feinberg** | **1/8/21** |
| Carolyn Obel-Omia | Chair of ELED | **Carolyn Obel-Omia** | **1/8/21** |
| Jeannine Dingus-Eason | Dean of FSEHD | ***Jeannine E. Dingus-Eason*** | **1/11/21** |

##### D.2. [Acknowledgements](#bookmark=id.vx1227):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

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| Name | Position/affiliation | [Signature](#bookmark=id.3fwokq0) | Date |
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