



Supporting Secondary Teachers in Literacy Instruction: A Course for Middle and High School Literacy Coaches

Course Overview

Course Description

Supporting Secondary Teachers in Literacy Instruction: A Course for Middle and High School Literacy Coaches is an interactive, online professional development course designed for middle and high school literacy coaches. The six course sessions focus on the literacy coach's role in helping content-area teachers improve classroom literacy instruction for striving readers and for all students. Coaches can apply to receive 2 semester hours of graduate credit for their coursework through one of Scholastic RED's university partners.

Supporting Secondary Teachers in Literacy Instruction is one of three courses in Scholastic RED's school-wide professional development program for raising adolescent reading achievement: Foundations of Adolescent Literacy: A Professional Development Program for the Whole School. The program includes a course for all secondary teachers and a course for secondary principals.

- **Session 1** provides literacy coaches the background on adolescent literacy they need to be effective literacy leaders. This session examines the literacy demands on today's adolescents and the rising literacy requirements of all workplaces, profiles striving readers and explains how to support them throughout their instructional day, defines the elements of a literacy-focused middle or high school and describes the role of the literacy leadership team.
- **Session 2** guides literacy coaches in using literacy assessments, student data and teachers' input to plan literacy improvement goals and implement a coaching model based on assessed needs. This session gives in-depth direction for implementing a whole-school reading assessment and the powerful uses of the resulting student data to improve instruction and raise achievement, with a focus on meeting the needs of striving readers through intensive intervention.
- **Session 3** provides a complete guide to leading effective teacher study groups. Coaches learn how to use a proven, four-part study group format and how to promote purposeful, structured dialogue about students and instruction. The session also provides techniques for preparing English language arts and content-area teachers to implement reading strategies in their classrooms.
- **Session 4** gives coaches all of the research, video modeling and resources they need to effectively model literacy strategies for secondary teachers. Coaches learn how to prepare for demonstration lessons with pre-modeling teacher conferences, how to conduct effective instructional modeling and how to help teachers reflect on modeled lessons and plan for their own use of the strategies.
- **Session 5** focuses on a critical step in supporting teachers in literacy instruction – conducting classroom observations. Coaches learn effective practices for before, during and after an observation. The session also guides coaches in how to analyze student work and observation data to structure feedback and plan next steps with teachers.
- **Session 6** explains how literacy coaches and the school literacy leadership team collaborate with the entire school community to raise reading levels and achievement, with a particular focus on implementing a school-wide, data-driven improvement model.



All online sessions include resources for working with teachers to integrate literacy instruction into every curriculum area.



Course Faculty

Dr. Elizabeth Sturtevant, George Mason University
Phyllis C. Hunter, Phyllis C. Hunter Consulting, Inc.

Course Objectives

On completing this course, you will be able to:

- Understand the needs of striving readers and your role in working with your colleagues to meet these needs.
- Use literacy assessments, student data and teacher input to plan a school-wide literacy improvement program.
- Develop teachers' understanding of effective literacy strategies and build school capacity to improve student achievement in literacy and in content-area classes.
- Plan and run successful teacher study groups that prepare English language arts and content-area teachers to implement reading strategies in their classrooms.
- Coach content-area teachers effectively, using practices for planning, modeling, observing and analyzing literacy instruction.
- Help teachers integrate frequent, varied and engaging opportunities for all students to participate in literacy activities.
- Monitor instruction by conducting focused observations, providing constructive feedback, and analyzing student work.
- Work collaboratively with school leaders and content-area teachers to improve literacy outcomes.

Course Outline

1. Understanding Today's Adolescent Readers

- 1.1 Preparing Striving Adolescent Readers for Success
- 1.2 Today's Striving Adolescent Readers
- 1.3 Defining the Elements of a Literacy-Focused School
- 1.4 Developing a Literacy Leadership Team
- 1.5 Using School-Wide Assessment Data
- 1.6 Supporting Striving Readers Throughout the Instructional Day Self-Assessment

2. Assessing School-Wide Literacy Needs

- 2.1 Evaluating and Prioritizing Literacy Needs
- 2.2 Assessing Every Student in Reading
- 2.3 Assessing Striving Readers
- 2.4 Supporting Teachers to Use Data to Improve Instruction
- 2.5 Guiding Teachers to Choose Appropriate Materials



- 3. Leading Teacher Study Groups**
 - 3.1 Elements of Effective Professional Development
 - 3.2 Using Study Groups to Advance Literacy Strategy Instruction
 - 3.3 Professional Development That Improves Instruction

- 4. Modeling Strategies in the Classroom**
 - 4.1 Implementing Literacy Strategy Instruction
 - 4.2 Planning a Modeled Lesson
 - 4.3 Modeling Literacy Strategies
 - 4.4 Reflecting on a Modeled Lesson

- 5. Conducting Focused Classroom Observations**
 - 5.1 Protocols for Classroom Observations
 - 5.2 Classroom Observations in Action
 - 5.3 Analyzing Student Work
 - 5.4 Participating in Literacy Walks

- 6. Collaborating With Your Literacy Team to Raise Reading Achievement**
 - 6.1 Leading School-Wide Literacy Improvement
 - 6.2 Assessing School-Wide Literacy Improvement
 - 6.3 Ongoing Professional Development
 - 6.4 Ensuring Effective Teaching
 - 6.5 Meeting the Needs of All Students