ED 6238: Administration and Supervision of the Reading Program in the Field

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: *.*
Lab Hours/Week: *.*
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course is designed to provide students with opportunities to apply learning about reading best practices in an authentic setting. Students will demonstrate, through field work, online discussion, and course assessments, their knowledge of reading assessment and evaluation, state and federal reading legislation, leadership and coaching approaches, current research on best practice in reading instruction, strategies for working effectively with parents and community, and ability to plan reflectively for high-quality reading instruction. Prerequisites: ED 5201, ED 5740.

B. COURSE EFFECTIVE DATES: 11/22/2016 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Reading

D. LEARNING OUTCOMES (General)

1. be able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.
2. be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
3. be able to use a variety of assessment tools and practices to plan and evaluate effective reading instruction:
   (3) demonstrate expertise in the administration and interpretation of a wide variety of measures that track student progress by individual, class, cohort, and school;
   (7) communicate results of assessments, students, parents, caregivers, colleagues, and administrators.
4. be able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction:
   (1) organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds;
   (8) demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.
5. be engaged in a semester long field experience devoted to developing expertise in the planning and delivery of quality reading instruction.
6. develop expertise and skill in the analysis of large data sets, inclusive of planning for instruction at the individual, class, and program level.
7. develop literacy coaching skills required of current school and district reading specialists/coaches.
8. view professional development as a career-long effort and responsibility.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted