

AIC Reading Specialist Curriculum Map							
Courses (in sequence)	Course Name	Brief Description	Benchmark Assignment	Texts and Other Sample Assignments	Assessments	Connections	Overall Program Consistency
EDU 5703	Advanced Developmental Reading	To provide advanced, research-based knowledge in the areas of oral language, decoding, vocabulary, fluency and reading comprehension. The primary focus will be on phonological awareness, phonics, and fluency. (PST A 1-5)	Case study of a student requiring instructional support including introductory narrative, assessments, analysis of results, synthesis of findings, development of a targeted instructional support plan and recommendations of leveled book titles.	Narrative Introduction Student Profile, Phonological Awareness Screening, Quick Phonic Screener and Running Records for two students, Book: How the Brain Learns to Read	Rubrics, checklists. Candidates work on projects step by step throughout the course. (Sample assignments due by Week 5. Format downloaded through Blackboard Learn with rough draft due Class 6; final draft and presentations are due Class 8.)	Blue courses are Foundations. They build in complexity, which the darkening blue hues illustrate. EDU 5703 is the introductory course for Candidates who possess an initial license, yet seek a deeper knowledge of the complex developmental levels of reading. EDU 5715 goes beyond an overview, and digs more deeply into the linguistic aspects of literacy, and how oral language relates to literacy. EDU 5725 is a synthesis course, during which Candidates are expected to interweave all components of literacy into lessons and curriculum.	
EDU 5715	Speech and Language Development	To develop a research based understanding of the identified constructs of language including phonetics/phonology, morphology, orthography/phonics, semantics, syntax, discourse and pragmatics and their relation to the development of literacy skills with particular focus on quantifiable reading development for all learners. (PST A1, A2, A5, E3, D1-4)	10-15 minute digital presentation of research, designed to be delivered to staff, parents and/or stakeholders	Create and deliver a targeted instructional support lesson plan using the Instructional Lesson Plan in one of the seven constructs of speech/language (phonetics/phonology, morphology, orthography/phonics, semantics, syntax, discourse and pragmatics) demonstrating the relationship to the development of literacy skills with particular focus on quantifiable reading development in either phonology, phonics, fluency, vocabulary, comprehension, writing and thinking. Book: Multisensory Teaching of Basic Language Skills	Scoring sheets, rubrics, topics must be approved by instructor weeks in advance		
EDU 5725	Specialized Practices in Reading	To integrate acquired knowledge of alphabetic, fluency, vocabulary, and comprehension to develop appropriate instructional plans for students with a variety of profiles including emergent readers, English Language Learners, and proficient readers. (PST B2-4, D 1-4)	Social Action Literacy Unit, consisting of five integrated lesson plans, accompanied by a two-page rationale	Reading Autobiography, Professional Book Critique, Portfolio of lesson plans on decoding, fluency, vocabulary, and comprehension. Books: Strategies that Work, Teaching for Comprehension and Fluency	Rubrics, checklists, components due on a weekly basis to ensure support throughout term		
EDU5815	Advanced Analysis of Reading and Language Arts	To develop an understanding of current definitions of reading disabilities, and the classification and causes of reading disabilities. (PSTA 1-8) To learn procedures and protocols for administering specific screening tools, diagnostic assessments, informal inventories, and classroom-based assessments for monitoring reading progress and identifying reading disabilities from a variety of populations, including at-risk emergent readers, English language learners, and special education students. (PSTA3, 8; B4; D3; E3,5)	Case Study of a struggling reader	Interview related to Massachusetts Tiered System of Support, group presentations of diagnostic assessments. Books: Overcoming Dyslexia, Words Their Way, QRI-6, Assessment for Reading Instruction	Rubrics, checklists, segments of Case Study do on a weekly basis for on-going feedback and support	Orange courses are Specialty. They build in complexity, which the darkening orange hues illustrate. EDU 5815 addresses in-depth assessment and instructional support for students with literacy difficulties, including dyslexia. Analysis, diagnosis, and remediation are covered, with targeted instructional strategies. EDU 5850 hones in on the Candidate's readiness to specialize in the role of coach, in assessing an ELA program, and techniques to collaborate with colleagues. EDU 6244 scaffolds Candidates to assume a school-wide administrative role as a leader in professional development, and district or school-wide vision in an Action Plan.	Master Syllabus in Blackboard Benchmark Assignment in LiveText Regional Administrators Course Facilitators Program Director Professional Development
EDU 5850	Effective Academic Literacy Coaching Strategies to Improve Student Achievement	To learn about the multiple roles of an academic literacy coach within the context of 21st Century teaching and learning. To establish the expertise in reading and academic coaching necessary for advising teachers in a consulting role (PST E3, 4, 5, 6)	Evaluating One's Own ELA Program	Research a scientifically-based intervention that would bolster one's program. Trying new applications in the classroom and reflecting on the results, researching resources on the integration of technology, viewing and responding to web clips, and conducting interviews. Books: Organization and Administration of Reading Programs and The Literacy Coach's Survival Guide	Rubrics, assignments are completed over several weeks' time to provide scaffolding and on-going input		
EDU 6244	Organization and Administration of Reading/Writing Programs	To gain and fine-tune knowledge of the following-- the design of reading and writing programs at various developmental levels (PST A5); a method for evaluating a school literacy program (PST B4); the organization of reading and writing programs for diverse populations (PST D3); creating an effective mission statement for districts and/or schools (PST D4); the problems of systemic change, and how schools prepare students for the increased literacy demands of the 21st Century (PST E4).	Professional Development Proposal	Case Study of a School, which culminates in an Action Plan (includes interviews with parents, principal, and literacy coach/specialist). Books: The Responsive Literacy Coach and Reading Specialists and Literacy Coaches in the Real World	Rubrics, weekly assignment segments that grow in complexity		
EDU 6345	Teaching Language Arts and the Writing Process	To learn methods and current research on how to teach and create an effective and meaningful writing program for diverse learners.	Case Study of One Writer	Implementation of 6 Traits in an on-going weekly portfolio, Writer's Autobiography, Candidates write in a variety of genres, graphic organizers and outlines of weekly textbook readings. Books: Writing Essentials, Creating Writers Through 6 Trait Writing, Words Their Way	Rubrics, weekly narrative feedback	Yellow courses are Professional. They build in complexity, which the darkening yellow hues illustrate. EDU 6345 specializes in writing instruction, so that Candidates may support students of varying levels to write in increasingly complex ways, across a variety of genres. EDU 6547 empowers Candidates to utilize children's and adolescent literature in ways that promote critical engagement, and the empowering role critical literacy plays in promoting equity, democracy, and social justice.	
EDU 6547	Children's and Adolescent Literature	A critical study of the field of literature for children and adolescents, grades PK-12, in addition to promoting students' love of reading. Research theory related to engaging struggling or reluctant readers and increasing accessibility to literature for English language learners will be reviewed and applied while working on projects.	Literature Circles (over 5 weeks/5 books)	Reader Response, journal, Web Search, field trip to museum. Books: Teaching Children's Literature-- It's Critical! (And children's books)	Rubrics, checklists		
EDU 6849	Practicum in Reading	At the conclusion of this Reading Specialist Practicum, teachers will be able to illustrate: their excellence as classroom teachers; their ability to observe, model in classrooms, and provide feedback; and knowledge of the reading process, acquisition, assessment and instruction, for a variety of ages, across the lifespan. The practicum involves a total of 150 clock hours in the role of teaching reading and reading specialist activities. In addition, 30 hours of shadowing a Reading Specialist must be completed prior to the practicum.	Competency Profile, based on mastery of 13 SMKS	Five formal observations (with lesson plans and reflections), 5 Skill Building Meetings with Supervising Practitioner, 3 Part Reflection Paper, Time Log, CAP forms	Checklists, CAP forms	EDU 6849 is the Practicum in Reading, during which Candidates must assume full role responsibilities as a Reading Specialist for a minimum of 100 hours, and 50 hours may be spent assisting or observing a Reading Specialist, or attending PD in literacy, for a total of 150 hours.	