

Implementing Science of Reading for Administrators



Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

This course is designed to fulfil the goals of the Federal READ Act. The course trains teachers in implementing reading instruction based on the science of reading. It helps teachers to learn to implement systematic, multisensory and explicit reading instruction.

Strong literacy instruction starts with effective leadership. Principals and administrators play a key role in aligning instruction with the Science of Reading and fostering student success. This professional development equips school leaders with the tools to evaluate, improve, and sustain evidence-based literacy programs.

Participants will explore how children learn to read, identify reading difficulties and interventions, and implement best practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on supporting multilingual learners, strengthening writing instruction, and using data to drive literacy outcomes.

Through self-assessment and action planning, school leaders will develop strategies to align instruction with research-backed methods. By the course's end, participants will have a clear plan to enhance literacy leadership and ensure high-quality reading instruction for all students.



Certificate of
Completion



100% Online



Quiz and
Assignments



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Implementing Science of Reading for Administrators

Course Outline

LESSON 1: Language Development

- The challenges of early reading and how the science of reading can help
- Stages of reading development
- The role of neuroscience in language development
- Reading wars and speech-language impairments
- Reading disorders and assessment for reading disorders

LESSON 2: Reading Disorders

- Fostering reading comprehension through strategies like “think aloud”
- Growth mindset approach
- Zone of proximal development (ZPD)
- Gradual release of responsibility
- Fostering early literacy at home
- Literacy through play

LESSON 3: Supporting Early Literacy Skills

- Purposeful conversations and vocabulary
- Academic vocabulary and narratives
- Phonological words and syllable awareness
- Rhyming, onset, rime, and phonemic awareness
- Considerations in phonemic training

LESSON 4: Phonics

- Teaching phonics and fluency
- Letter-sound relations and keyword for each letter
- Word building and decoding words
- Letter tiles and Elkonin boxes
- Sound-spelling patterns and encoding (spelling)
- Increasing fluency through strategies like reader’s theatre and paired reading



20 Hours
of Learning



Convenient Access:
Start Right Away



Resources & Tools for
Professional Learning Plans

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Course Outline

Quiz:

Assesses understanding of course content.

A 90% score is required to complete this section of the course.

LESSON 5: Writing and Handwriting Skills

- Spelling
- Handwriting
- Written Expression

LESSON 6: Language and Origins

- Multilingual Learners
- Morphology
- The Origin of English Spelling
- Orthographic Rules

LESSON 7: Science of Reading Comprehension

- Sentence Structure
- Parts of Speech
- Cognitive View of Reading Comprehension
- Levels of Reading Comprehension
- Differentiation for Advanced Readers
- Discourse Organization
- Expository Paragraphs
- Cohesive Devices
- Inferential Gaps

LESSON 8: Grade Level Literacy Instructional Goals and Resources

Assignment:

Literacy Leadership checklist and Action Planning exercise

End of Course Assessment:

Reflection and Action Plan

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Course Objectives

By the end of this course, school principals and administrators will be able to:

1. Understand the Science of Reading and Its Application

- Analyze how cognitive and neurological processes impact reading development
- Evaluate the historical context of reading instruction and its implications for best practices

2. Identify and Address Reading Challenges

- Recognize reading disorders such as dyslexia and implement early screening and intervention strategies
- Support structured literacy instruction to meet diverse student needs

3. Enhancing Literacy Instruction Across Early and Advanced Reading Skills

- Develop foundational literacy skills by promoting phonemic awareness, vocabulary, and oral language to support early reading development
- Implement systematic phonics and decoding strategies to strengthen word recognition and reading fluency
- Apply evidence-based approaches to improve writing instruction, spelling, and written expression
- Support multilingual learners by addressing language development, morphology, and spelling structures
- Strengthen reading comprehension through research-based strategies, differentiation, and critical thinking skills

4. Lead and Align Schoolwide Literacy Practices

- Evaluate and align literacy instruction with the Science of Reading
- Implement data-driven decision-making to improve student outcomes

5. Develop a Literacy Leadership Action Plan

- Use the Literacy Leadership Checklist to assess current practices
- Create and implement a strategic plan for literacy improvement

This professional development systematically builds leaders' capacity to implement and sustain evidence-based literacy practices by connecting theoretical understanding to practical leadership actions, ensuring that knowledge translates into measurable improvements in literacy instruction and student outcomes.