

Science of Reading for Administrators Pathway

Each administrator of a school in which pupils in kindergarten or grade 1, 2, or 3 are enrolled, administrators who supervise administrators of schools where kindergarten or grades 1, 2, or 3 are enrolled, or administrators who are responsible for shaping educational systems that impact pupil achievement in reading must be trained and proficient in the Science of Reading (SoR).

Supervising administrators must be equipped to support educators in teaching essential reading skills. This requires not only understanding each Science of Reading pillar, but also knowing how to help teachers implement them effectively in practice.

Administrators demonstrate a strong understanding of the Science of Reading when they can:

- Clearly explain each pillar
- Connect the pillars to effective instruction
- Use them to analyze student data
- Embed them into feedback and instructional planning
- Support teachers in applying them consistently

This combination, knowledge + application + support, is what drives meaningful reading instruction.

This pathway will consist of six microcredentials. The first five will focus on each pillar of the Science of Reading independently. The sixth microcredential will focus on the foundational literacy connections that support high-quality reading instruction as well as understanding the importance of mastery-based instruction.

First five microcredential courses - one on each pillar

- **Tasks 1 - 7 will appear in each microcredential with a focus on the aligned pillar:**
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Reading Comprehension

Task 1: School Data

- Administrators will complete a data chart - pillar-specific.
 - The chart will include:

- Skill progression across grade levels PreK - 3
 - At least three skills skill represented
 - What students know and are able to do for each skill at each grade level
- Assessments used at the school
- General assessment data
 - Skill/ subskill assessed (At least three skills represented)
 - % at/above benchmark
 - Pillar-specific category (pertinent to specific student population at the school)
- Other data specific to the Science of Reading Pillar

Task 2. Science of Reading Pillar-Specific Knowledge and Understanding

- Administrators will articulate information about each of the five pillars of SoR.
 - In each microcredential, the administrator will provide a detailed explanation of the following:
 - What the pillar (phonemic awareness, phonics, fluency, vocabulary, reading comprehension) is in relation to the reading process
 - What high-quality classroom instruction looks like for the pillar at their school
 - Why the pillar matters, including the science behind why the pillar is important to reading instruction

Task 3: Classroom Walkthroughs

- Administrators will complete a series of classroom walkthroughs.
 - They will use a provided template that allows them to collect data on all five pillars and foundational literacy connections.
 - Because the data will not be known until the walkthrough occurs, administrators may use the same walkthrough template for all five pillar microcredentials. However, they must provide a written response to the data that specifically connects to the focus of each aligned microcredential course.

Task 4: Walkthrough Outcomes

- Administrators will disaggregate the data that relates to the aligned microcredential skill.

Task 5: Full Observation

- Administrators will use a provided template to complete a full observation on a teacher who they have predetermined will be teaching the aligned SoR skill.
- The observation will include:
 - Lesson introduction actions - students and teacher
 - Learning activities - students and teacher
 - Lesson wrap-up actions - students and teacher
 - Classroom management insights that relate to the aligned skill
 - Differentiated strategies
 - Assessments
 - Observable behavior management and trauma-informed practices

Task 6: Support Educators with Feedback

- Administrators will use a provided template to respond to the classroom walkthrough and full observation experiences.
 - They will share information on:
 - Highs and lows regarding SoR pillar-specific instruction and outcomes from their walkthroughs and observation
 - Intentional pillar/ skill-based feedback provided to the observed educator
 - Resources provided to the observed educator
 - The resource and the reason for providing it
 - Professional development suggestions for educators
 - Interventions they will provide to educators to ensure high-quality instruction on the aligned pillar

Task 7: Reflection

- Administrators will complete reflection questions related to their educators' instruction and their ability to have a positive impact on instructional outcomes related to each individual pillar.
 - Consider the data you shared in Task 1.
 - How does sharing targeted, specific data with educators and school staff impact student instruction in this area? Use specific examples from your school.
 - What were the unexpected data trends or discrepancies? What might explain them?
 - What instructional priorities does this data suggest for your school?
 - Consider the classroom walkthrough data you collect on this SoR skill.

- What consistent instructional practices did you observe related to the targeted SoR pillar?
- Consider the teacher and student behaviors you observed during the full observation on a targeted skill.
 - How effectively was the targeted SoR skill implemented during the lesson?
 - What evidence showed that students were learning the intended skill?
- Consider the feedback you provided to the educator(s) related to the aligned skill.
 - How did your feedback explicitly connect to the Science of Reading pillar?
 - In what ways did your feedback promote teacher growth and clarity?
- How does your understanding of the Science of Reading pillar (phonemic awareness, phonics, fluency, vocabulary, reading comprehension) influence your observations and feedback?
- Reflect on an aspect of your current leadership related to _____ instruction that could be improved. What steps will you take, and what resources or supports will you need to improve your practice as an instructional leader in this area? Include specific examples from your practice to support your reflection.

Sixth Microcredential - Foundation al Literacy Connections

Task 1: Use of High-Quality, Research-Aligned Literacy Materials

- Administrators will use a provided template to:
 - Identify and describe the high-quality instructional materials used at their school for each pillar of the Science of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension).
 - They will explain:
 - how each instructional resource aligns with current Science of Reading research
 - how the materials support explicit, systematic literacy instruction

Task 2: Differentiated Literacy Supports

- Administrators will use a provided template to:
 - Describe the differentiated instructional supports observed during classroom walkthroughs or the full observation.
 - Explain how the differentiated instructional supports were designed to meet the needs of at least two groups of students, those with advanced literacy skills and those with identified reading deficiencies.
 - Describe an observed instance where differentiated support was not used but could have improved student outcomes if it had been implemented.

Task 3: Supportive Literacy Learning Environment

- Administrators will use a provided template to:
 - Describe an example of each area - classroom behavior management strategies, trauma-informed practices, and developmentally appropriate supports - that they observed during Science of Reading instruction.
 - Explain how these practices supported student engagement, emotional safety, and productive participation during literacy instruction.
 - Explain how they contribute to an environment conducive to learning the targeted literacy skill.

Task 4: Pupil Literacy Data Informed Instruction

- Administrators will use a provided template to:
 - Describe the pupil literacy data that they share with educators.
 - Explain how the data is shared with educators at their school.
 - Explain how they support educators to use the shared data to improve instruction.
 - Describe how data from multiple Science of Reading literacy domains (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension) are considered collectively to improve overall reading instruction at your school.

Task 5. Competency Based Instruction

- Administrators will use a provided template to:
 - Describe how they support educators in identifying and defining literacy competencies aligned to grade-level standards and the Science of Reading.
 - What should students know and be able to do at each grade level for each pillar of the Science of Reading.

- Describe how they and their leadership team uses classroom observations and walkthrough tools to monitor implementation of mastery-based instruction.
- Describe how they provide targeted support, resources, and professional learning to educators so all students can progress, including those who need differentiation.

Task 6: Reflection Prompt 1

- Administrators will use a provided template to reflect on the following prompts:
 - Describe the most impactful aspects of your leadership on reading instruction.
 - Share anecdotal evidence that your instructional leadership related to reading instruction is helping educators to improve student outcomes.
 - Describe how you support educators in strengthening instruction across the pillars.
 - Describe your next leadership moves to improve literacy outcomes.
 - What changes in instruction do you expect as a result of feedback you have provided to educators?
 - Explain how your understanding of the Science of Reading influences your observations and feedback.