GRADUATE CERTIFICATE IN LITERACY COACHING & TEACHER LEADERSHIP

LESLEY UNIVERSITY



Shared Leadership for School Improvement

Course Description:

Coaches and teacher leaders study the importance of building professional capital and advocating for decisions rooted in the school's vision of teaching and learning. Participants develop the knowledge and ability to promote shared leadership, lead productive teams, facilitate group inquiry around data, mentor colleagues, and communicate effectively with internal and external stakeholders. *EEDUC 6406*



Building Capacity Through Continuous Professional Learning

Course Description:

In this course teacher leaders, administrators, and instructional and literacy coaches examine the elements essential to creating a healthy culture for professional learning in a school. Participants investigate school culture, analyze a range of professional learning opportunities, and explore how facilitative language supports the creation and sustainability of a continuous learning environment for both teachers and students. Participants need to work in, or have access to, a school environment to complete the assignments. *EEDUC 6405*



Acquiring Coaching and Teacher Leadership Expertise

Course Description:

This course helps instructional coaches, literacy coaches, and teacher leaders define their role and engage effectively with teachers, administrators, and other stakeholders. Participants develop communication skills and work with professional resources to enhance their coaching practice. They investigate ways to promote inquiry and reflection as well as how to work with adult learners who find change difficult. Record keeping that fosters accountability and the monitoring of teacher progress will also be examined. Access to a school environment is necessary. *EEDUC 6403*



Elevating Teaching Expertise Through Coaching

Course Description:

Coaches, teacher-leaders, and administrators build the knowledge and skills needed to coach teachers effectively and support their continued growth. Participants implement various forms of content-embedded coaching, including cluster and intervention coaching, and discuss the merits of each model. They explore the link between coaching and professional development designed to support teacher learning within the school environment. *EEDUC 6404*

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CONTACT US FOR MORE INFORMATION

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