



Reading Fundamentals Leader Institute

Reading Fundamentals Leader Institute is a blended institute that combines CORE's Reading Fundamentals training with elements from the Academic Leader Institute. Designed for district and site administrators, instructional coaches, and leadership teams, it provides both the knowledge of Structured Literacy and the leadership practices needed to implement it effectively.

What Leaders Will Be Able to Do:



Deepen Structured Literacy knowledge so initiatives are led with credibility and consistency.



Identify key “look-fors” to make observations and feedback more actionable.



Use assessment data effectively to monitor progress and guide interventions.



Lead evidence-based instruction within MTSS to align efforts across schools.



Apply coaching strategies that improve teacher practice and sustain change.



Embed leadership routines that connect professional learning to daily instruction.



What Leaders Do in the Institute

Day 1: Build Knowledge	• Ground district and site decisions in evidence with deeper understanding of the Science of Reading and Structured Literacy • Explore the structure of English, phonological awareness, and letter knowledge, phonics, irregular word reading, and multisyllabic decoding to evaluate instruction with confidence • Learn to recognize effective instruction using clear “look-fors” that sharpen observation and feedback • Connect leadership routines to instructional priorities so systems consistently drive literacy improvement
Day 2: Apply & Lead	• Use assessment and data meetings to guide MTSS supports and allocate resources strategically • Apply coaching strategies that build teacher capacity and accelerate classroom improvement • Strengthen professional learning by connecting PD, practice, and monitoring so change lasts beyond the kickoff • Create shared expectations across leadership teams to align daily practice with district goals
Day 3 (Optional Extension): Deepen & Sustain	• Expand approaches to vocabulary (specific word instruction + word learning strategies), fluency, and comprehension in both literary and informational texts • Design differentiated supports that ensure access for all learners, including Multilingual Learners, English variety speakers, and students with dyslexia, within a coherent Tier 1 system • Conduct a systems reflection to identify opportunities for stronger instruction, engagement, and equity • Build an actionable plan to sustain literacy improvement and measure progress over time

Get in Touch:
Scan the QR code to get in touch.

