

Literacy Coaching on a Continuum



Enrique A. Puig
Florida Literacy and Reading Excellence Center
University of Central Florida, Orlando

For a copy of this PowerPoint, email: epuig@mail.ucf.edu

2008 National Reading Recovery & K-6 Classroom Literacy
Conference
Columbus, Ohio

Consider...



To look is one thing.
To see what you look at is
another.
To understand what you see is a
third.
To learn from what you
understand is still something else.
But to act on what you learn is all
that really matters.



Talmud

Coaching...



assists in *shifting* classroom teachers to better understand *critical* pedagogy and the need for change based on *evidence*.

Puig & Froelich, 2007

An effective literacy coach differentiates professional learning opportunities by thinking of coaching as a continuum.



Think About It...



Inter-Active Coaching

Intra-Active Coaching

CONTINUUM OF COACHING

Transformation may occur when teachers/coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practice.

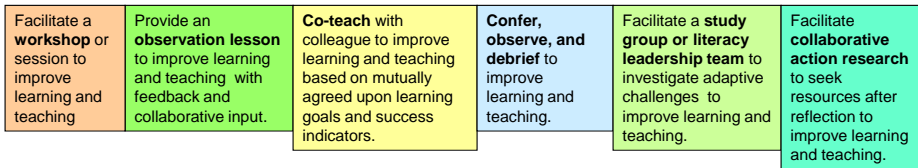


adapted from
E. A. Puig & K. S. Froelich, 2007
The Literacy Coach: Guiding in the Right Direction

CONTINUUM OF COACHING

Transformation may occur when teachers/coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practice.

Inter-active coaching ←————→ Intra-active coaching



Increased scaffolding ←————→ Decreased scaffolding

SUBJECT-CENTERED PEDAGOGY

SOLUTION-SEEKING ANDRAGOGY

adapted from
E. A. Puig & K. S. Froelich, 2007
The Literacy Coach: Guiding in the Right Direction

Considerations for Entry Points



- Years of experience teaching
- Comfort level with change
- Exhibits self-directed behaviors
- Background knowledge of specific content
- Knowledge of student strengths and needs
- Routines and procedures effectively established

Using the Continuum



1. Think of a real school scenario.
2. Share with an “elbow-partner”.
3. Consider a coaching point based on the scenario.
4. Where on the continuum of coaching would you start and why?
5. Be ready to share with whole group.

Opportunities for Coaching



- Differentiation is key!
- Allow participants choice based on their own personal needs
 - Workshop
 - Observation Lesson
 - Co-teaching
 - Confer, observe, debrief
 - Study Group
 - Action Research

Continuum of Coaching



- **Facilitate a Workshop**

- Professional learning should reflect the needs of the school.
- Often, successful professional learning is facilitated by “in house” presenters.
- Faculty perception of “professional learning” should be changed from something that the teacher “has” to attend to something they “get” to attend.

Continuum of Coaching



- **Observation lesson**

- An observation lesson alone will not have much impact on learning unless it includes time to debrief.

- **Co-teaching**

- Conversation is the key.

Continuum of Coaching



- **Confer, Observe, Debrief**



Continuum of Coaching



- **Study Groups**
 - A study group is a small group of individuals who meet on a frequent and regular basis to explore the interests of the group based on the strengths and needs of the students.
 - A Literacy Leadership Team can be a study group guided by a literacy coach to tackle adaptive challenges.

Continuum of Coaching



- Elements of Study Groups
 - Voluntary commitment
 - Builds community and caring
 - Challenges thinking as educators
 - Integrates theory and practice

Birchak, B., Connor, C., Crawford, K., Kahn, L., Kaser, S., Turner, S., & Short, K. (1999).
Teacher study groups: Building community through dialogue and reflection.
Urbana, IL: National Council of Teachers of English.

Continuum of Coaching



- Collaborative action research
 - Brainstorming adaptive challenges
 - Researching
 - Action plan and schedule
 - Re-assessing and reflecting



How will a literacy coach know when to shift on a continuum?



Three levels of observations

- Primary – classroom environment
- Secondary – student/teacher interactions
- Tertiary – refining learning and instruction



Triangulating your Observations

- Participant observations
- Non-participant observations
- Collecting artifacts



Categorizing coaching points:

- Theoretical understanding
- Aesthetic understanding
- Procedural understanding

When literacy coaching is approached as a continuum of professional learning, it diminishes resistance to change by providing options.

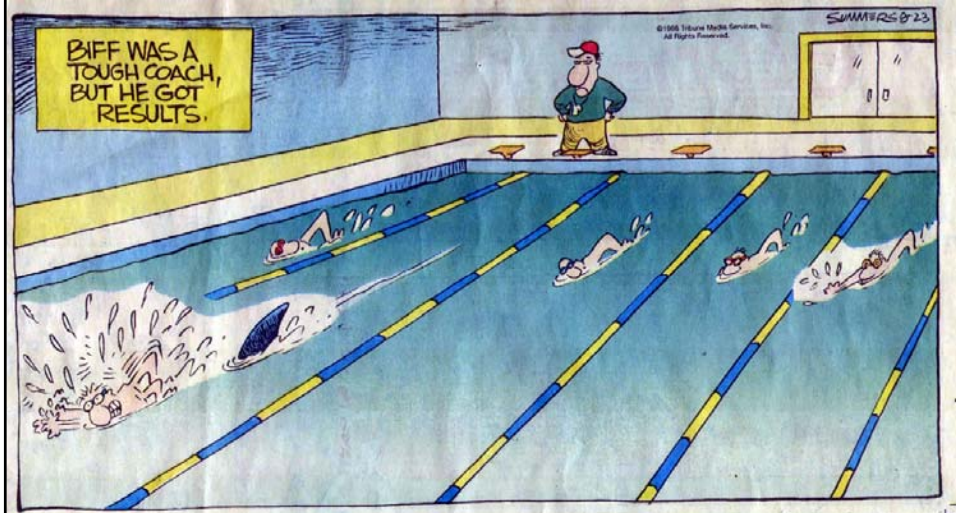


Next steps...

- Educating administrators
- Educating colleagues
- Developing a common language
- Encouraging the development of a literacy leadership team
- Supporting a literacy leadership team
- Setting and committing to a calendar



Literacy Coaching on a Continuum



Literacy Coaching on a Continuum

Questions and Discussions

Enrique A. Puig

Florida Literacy and Reading Excellence Center
University of Central Florida

**For a copy of this PowerPoint, email:
epuig@mail.ucf.edu**

