

Reading Recovery Conference, 2009
“Shared Inquiry Coaching Conversations”
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Planning for Shifts in Student Progress: A Guide for Literacy Coaches

Teachers Need to Understand ...
The reading and writing process.
How to observe students’ literacy behaviors and capacities.
How to collect, analyze, and use student assessment data to plan instruction.
How to engage readers and writers in meaning making.
How to develop a repertoire of powerful teaching actions and apply them at optimal times.
How to provide the most effective level of support to enhance learning.
How to become an expert chooser and user of language.
How to make “on the run” decisions that shape cognitive development.
How literacy learning and teaching change over time.

Engaging Reluctant Teachers: Responding to the Reason

- *This program, too shall pass: build permanence in learning capacity*
- *Threatened self-esteem: create context for success*
- *Rigid in the “right way”: build team of cheerleaders*
- *Fear of evaluation: assure confidentiality*
- *Complacency: promote continual growth*
- *Time constraints: provide practical assistance*
- *Inexperienced: arrange experienced mentor and observation*
- *Dependent seeker: create successful decision making*
- *Rigid veteran: plan context for sharing of expertise*
- *Personality “conflict”: convey committed stance, humor*

Nine “B’s” for Literacy Coaches

- 1. Be an Advocate for Children.***
- 2. Be Informed.***
- 3. Be Flexible.***
- 4. Be Yourself.***
- 5. Build Relationships.***
- 6. Be Passionate.***
- 7. Be a Communicator.***
- 8. Be Reflective.***
- 9. Be fun.***