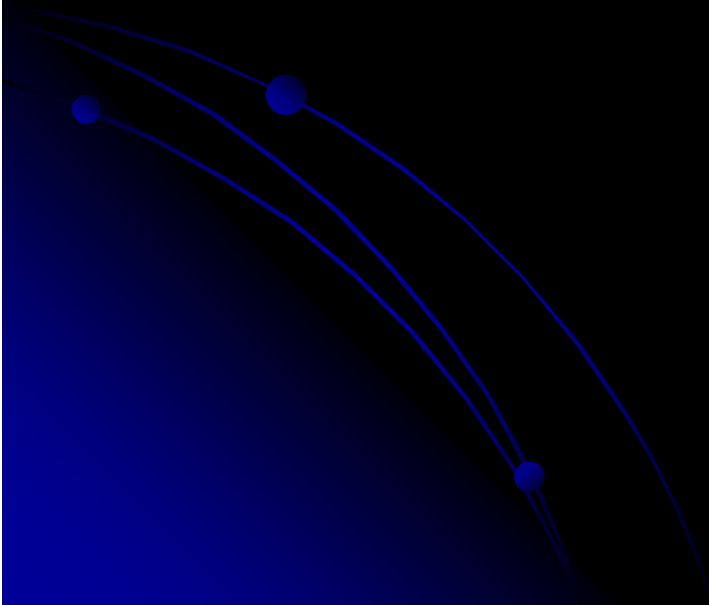
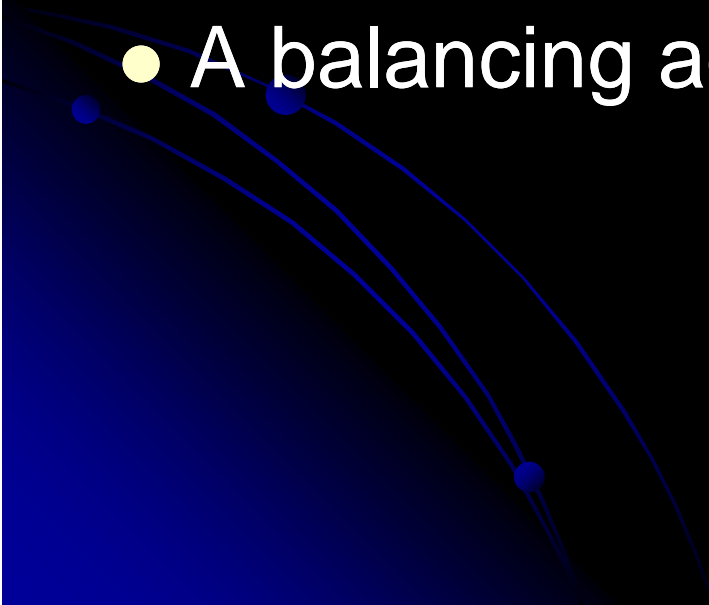


The ABC's of Coaching



Elizabeth A. Wagner, EDS
Literacy Coach/Intervention
Specialist

I believe literacy coaching is...


- A process
 - NOT an administrative position
 - An important job in education
 - A hard job
 - A balancing act
- 

Presentation Objectives

- Explore the role of the literacy coach when
 - Working with administration
 - Supporting teachers
 - Impacting students as readers and writers
- Explore how to balance our lives as a literacy coach
- Explore the job of literacy coach through some humor

Defining Literacy Coaching

International Reading Association (IRA) defines a literacy coach/reading coach as a reading specialist who focuses on providing professional development for teachers by giving them the additional support needed to implement various instructional programs and practices.

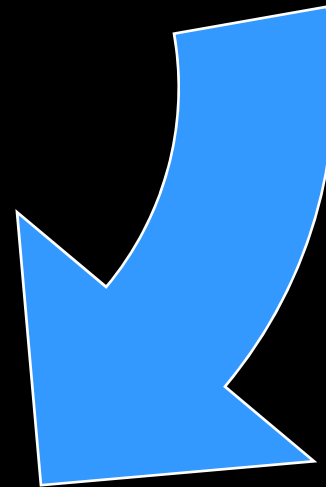
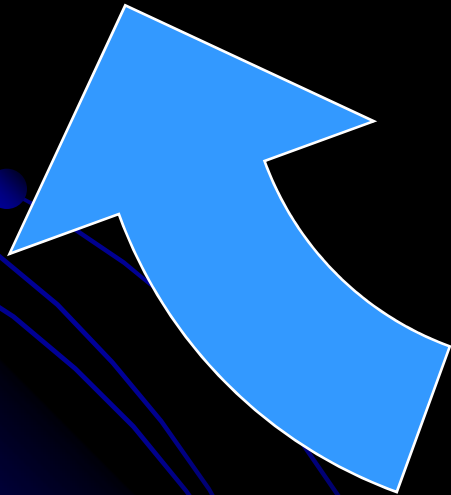
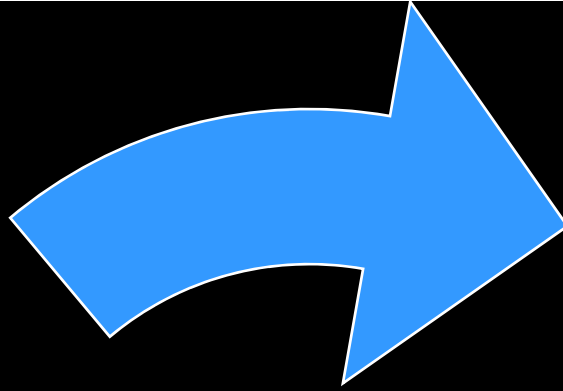


Learner

Teacher

Coach

Leader

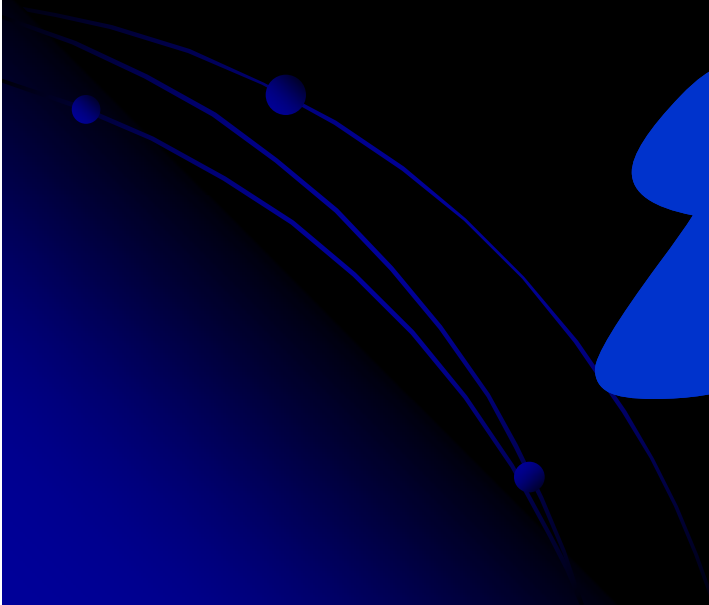


- Apprenticeship

- What

- How

- Thinking



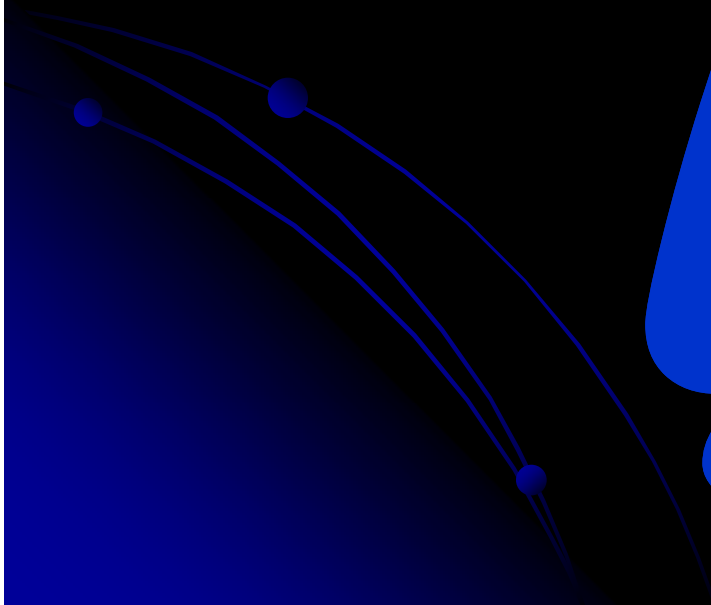
Fluent Phases for Coaching/Teaching

- Model
- Coach
- Scaffold
- Fade

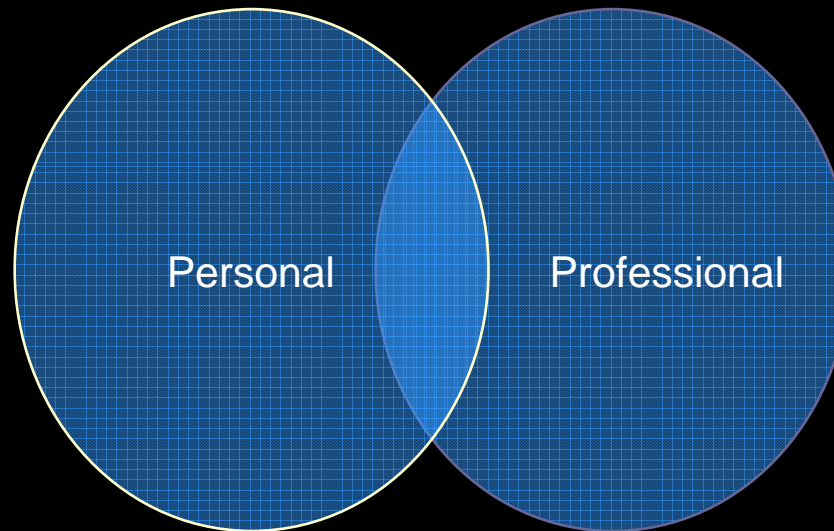
Dorn, L & Soffos, C. (2001). Shaping literacy minds: developing self-regulated learners. Stenhouse, Portland, MN.

- Balance

B



Balance



“Coaching requires relentlessness, but we need to develop some strategies for keeping ourselves balanced.” Jan Burkins

Self

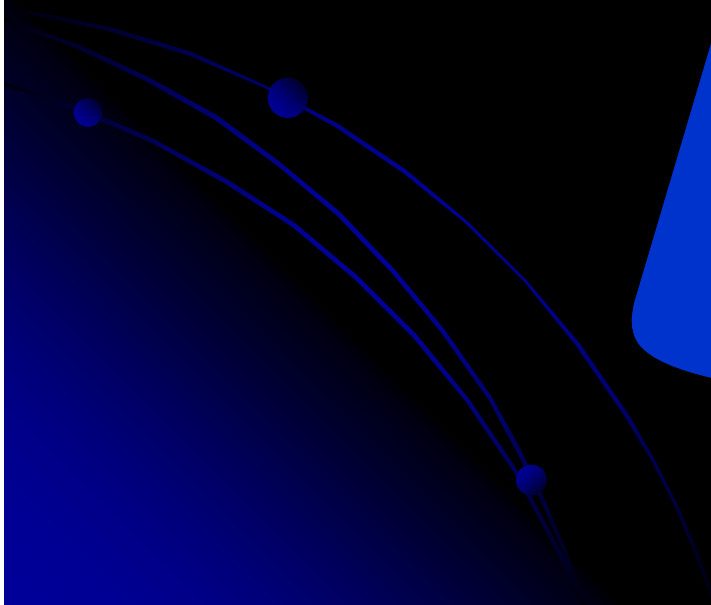
- Be flexible
- Create a space for you
- Remember to grow professionally for you
- Positive thinking
- Network for support
- Take care of our mind, spirit and body
- GO HOME

- Conversation



- Data

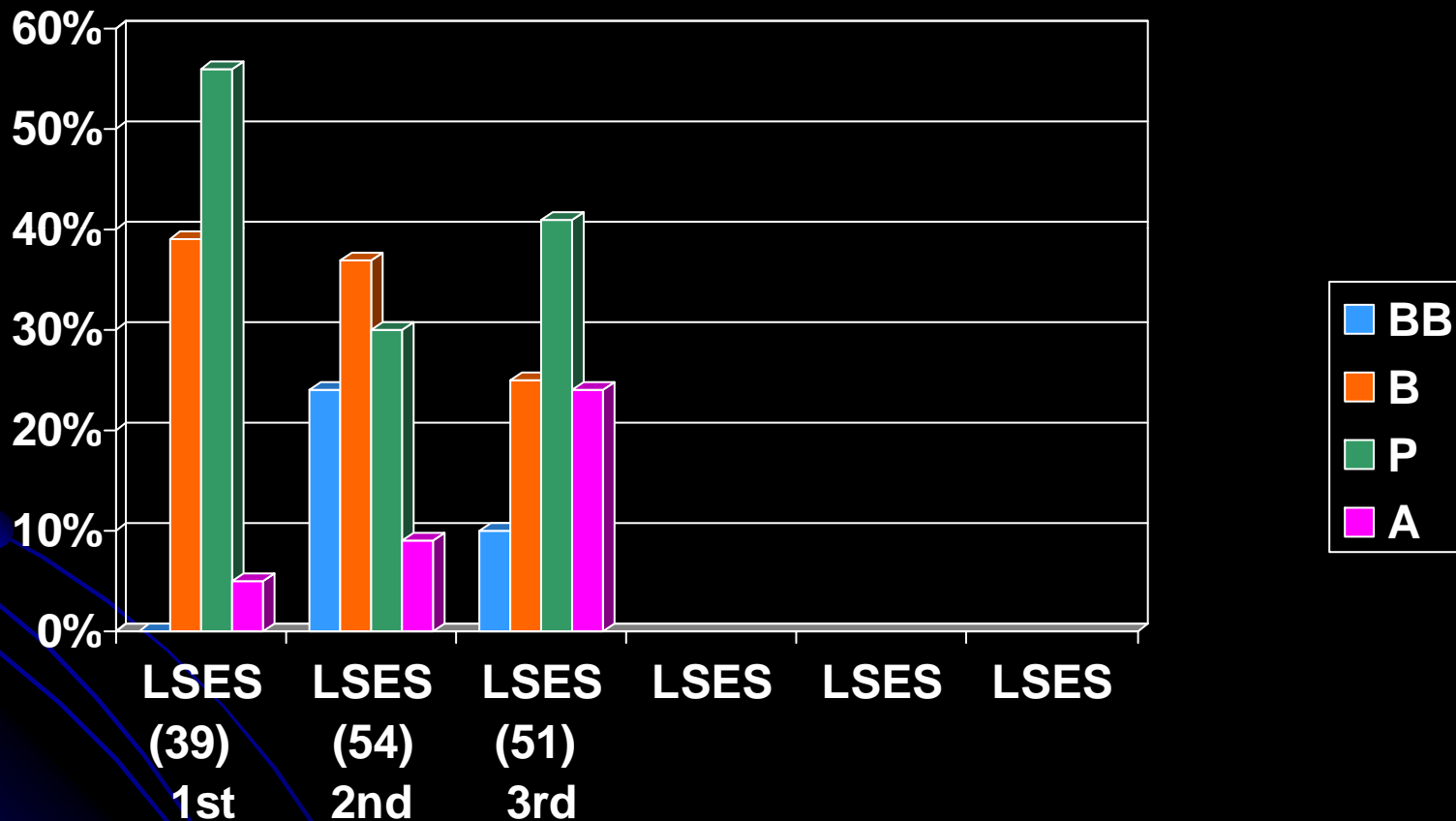
D



Who, Where, When, Why

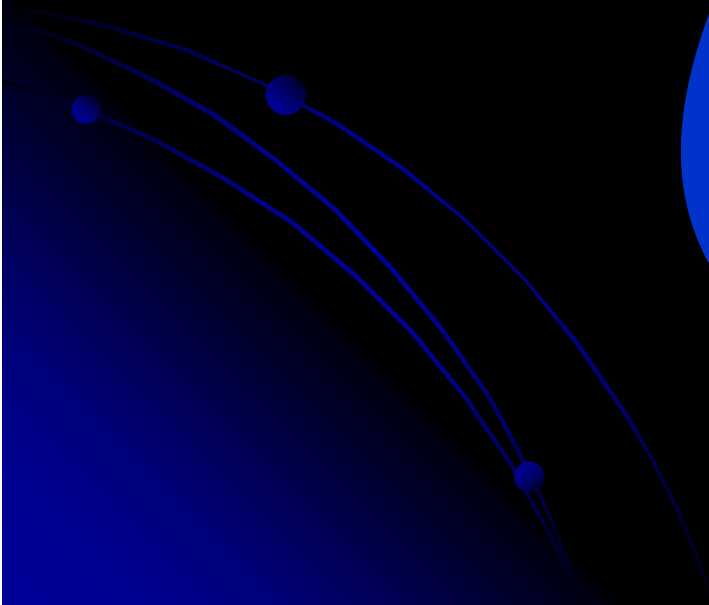
- Who – teachers, coach, administrator, assessment team
- Where – team meetings, curriculum meetings, district pd, faculty meetings
- When
 - Formal is BOY, MOY, EOY
 - Informally update assessment wall and data sheets monthly
 - Assessment Team meets 2x a month
- Why
 - Guide instruction
 - Assess needs
 - Intervention groups

K Instructional Level LSES Writing Comparison

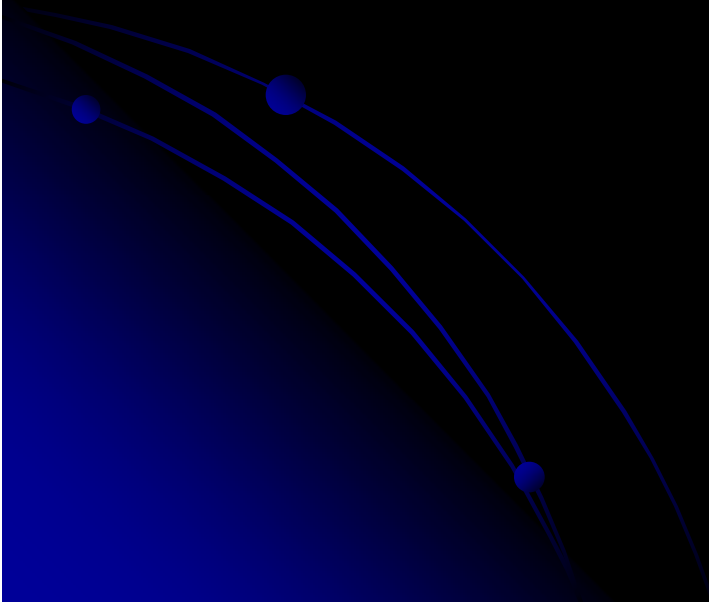


- Evolving

E



- Flexible



- Gracious



- High Level Thinking



Marva Collins

Leaders are leaders.

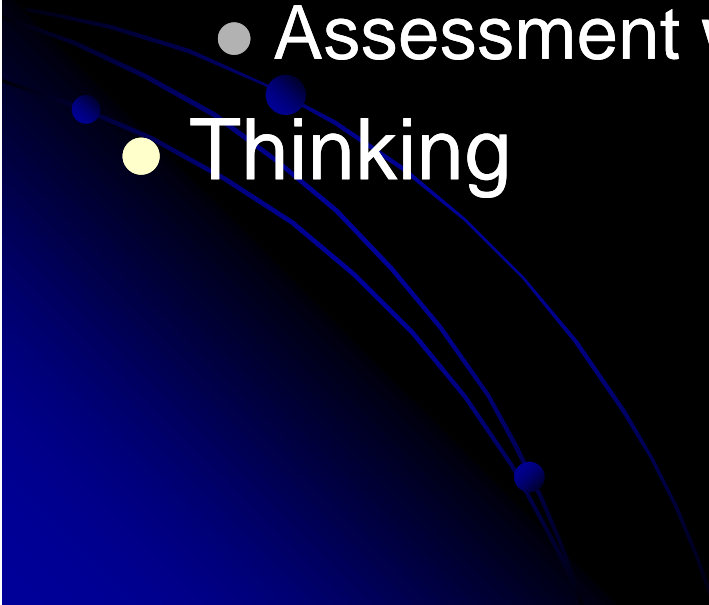
Thinkers succeed.



- Intervention



How do you intervene as a coach?

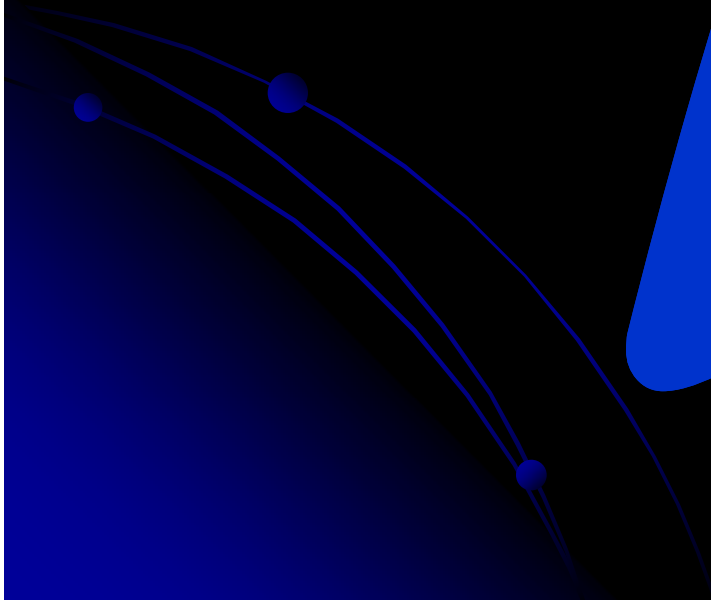
- RTI Level 1
 - Sound instruction
 - Data collection
 - Learners
 - Assessment wall
 - Thinking
- 

- Juggler



- Knowledge, Knowledge, Knowledge

K



Many Hats of Coaching



Diplomat



Planner



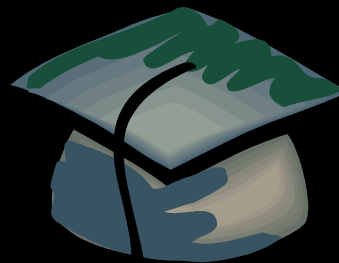
Team
Player



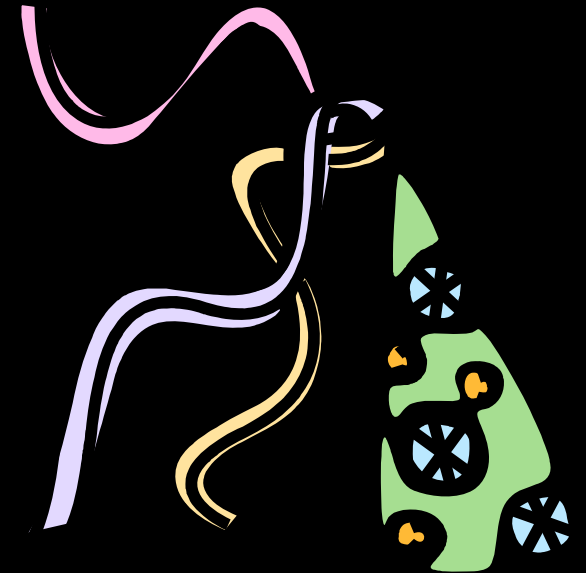
Data
Collector



Leader

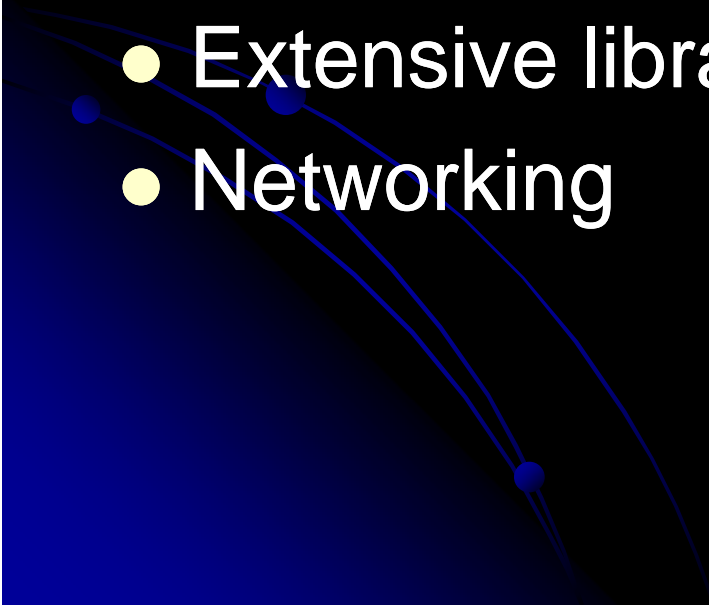


Teacher

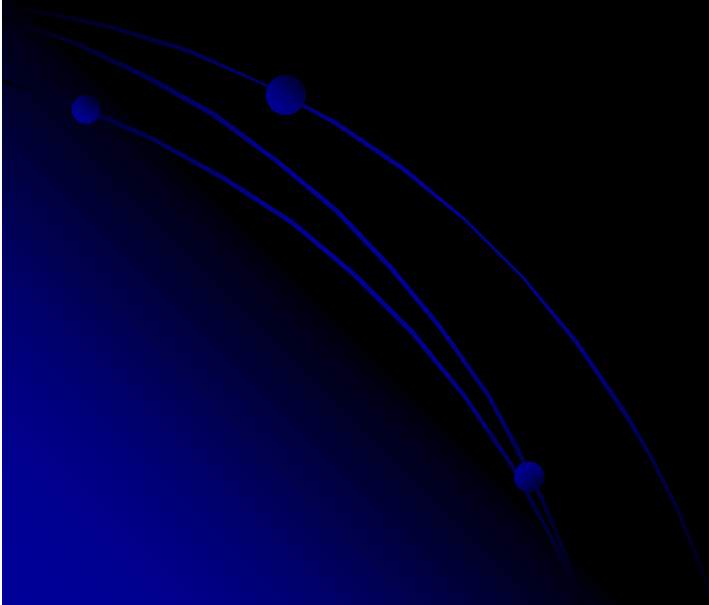


Reporter

Knowledge Resources

- Literacy Coach Clearinghouse
 - IRA
 - NCTE
 - arliteracymodel.org (discussion board)
 - Extensive library
 - Networking
- 

- Listener

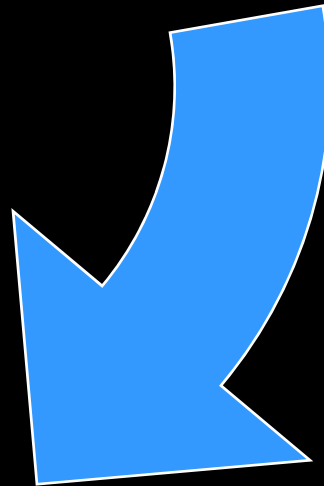
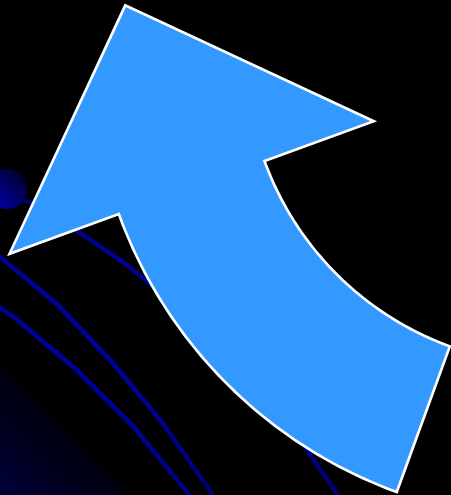
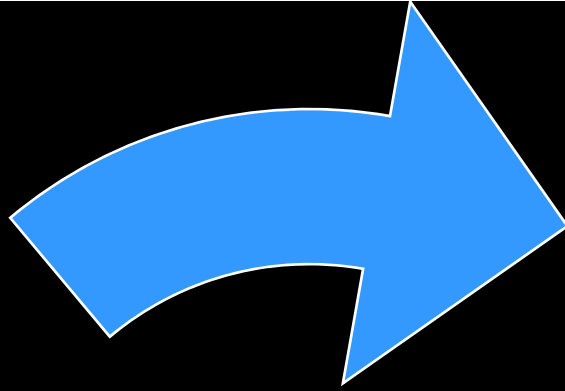


Learner

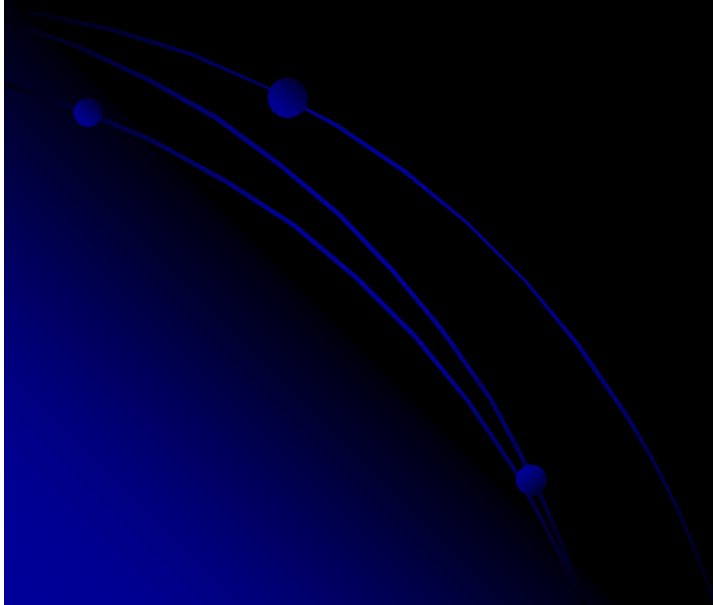
Teacher

Coach

Leader



- Masterful

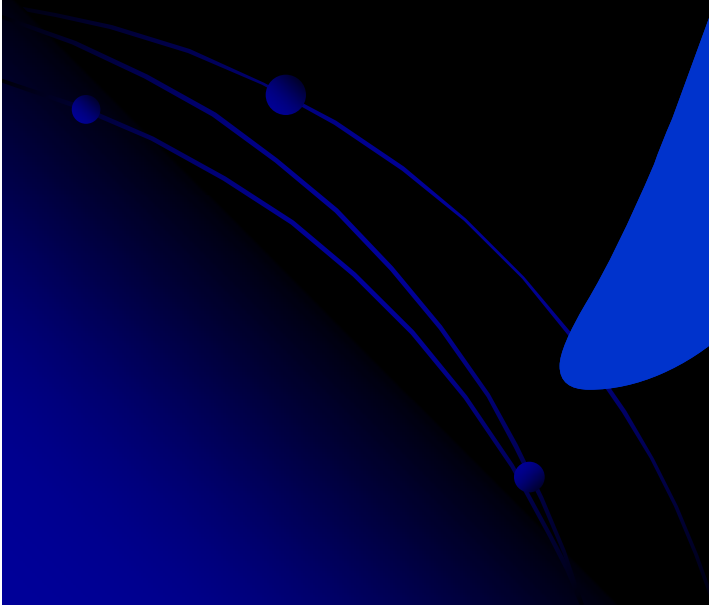


Masterful Coach

- Be a Commitment to Making a Difference
- Be a Total Commitment to the Person You Are Coaching
- Be a Commitment to Honesty and Integrity
- Be a Commitment to the Impossible Future the Person is Creating
- Be a Commitment to Transformation
- Be an Activist
- Be a Cheerleader

Hargrove, R. (2003). Masterful Coaching pg.50

- Networking



Show-Me Literacy Coaches Network

- Bi-monthly meeting
- Hosting site
- Problem solving
- Focus study
- Book Sharing

Introductions—What is your favorite holiday book to read?

Book Sharing
Mr. Hol and Beth

Training Information
Literacy Coaching
What role are you?
Continuum

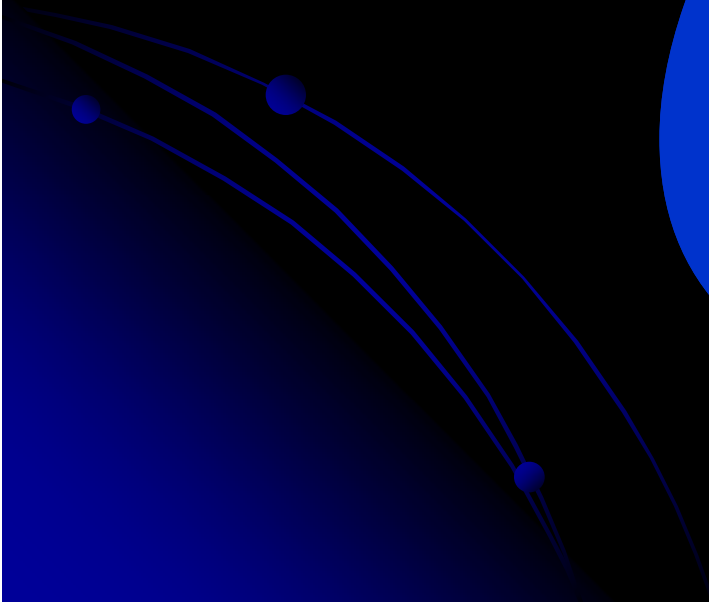
Break

Nurturing Independent Learners
Acquisition Setting
Consolidation Setting

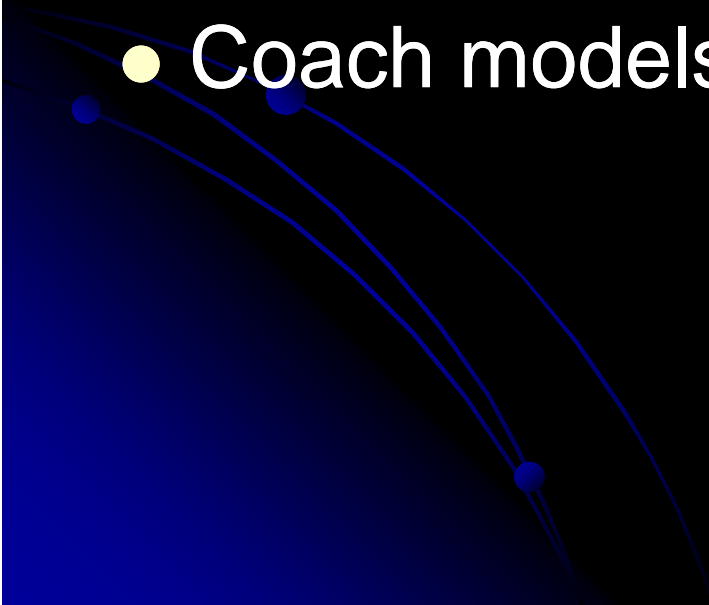
Article of Interest
No Effect on Comprehension Seen From “Reading First”

Closing

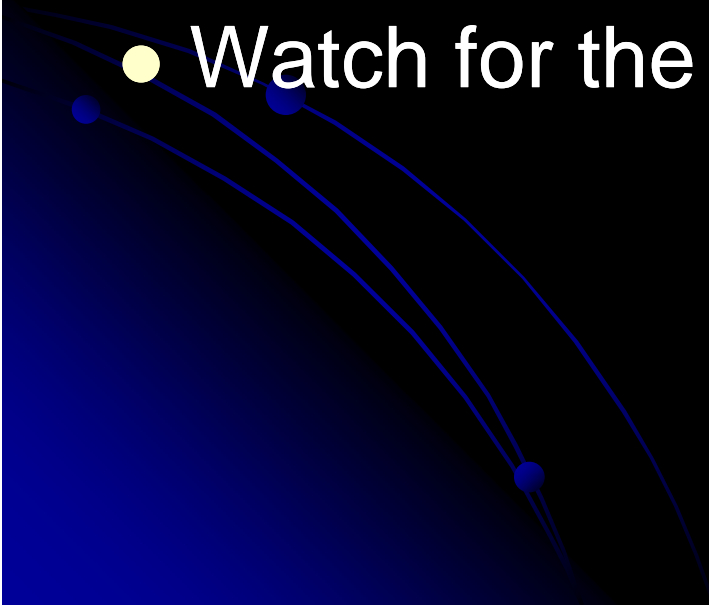
- Observations



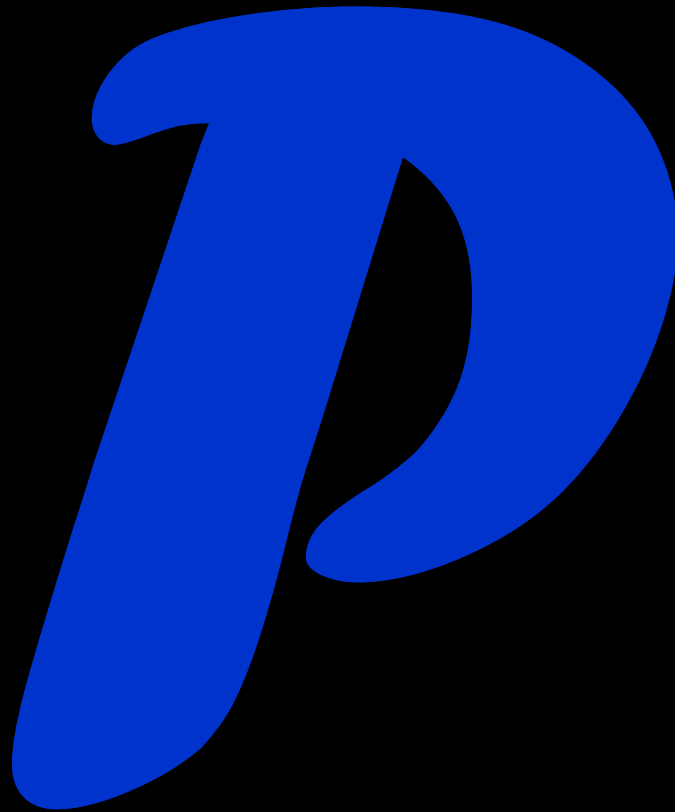
When ?

- Behind the Glass
 - Teacher to Teacher
 - PD with focus group observation
 - Video Taping
 - Coach models
- 

Keys to observing

- NOT evaluative
 - Write only what you see or hear
 - DON'T make assumptions
 - ASK focused questions (after)
 - Watch for the focus item
- 

- Professional Development



PD

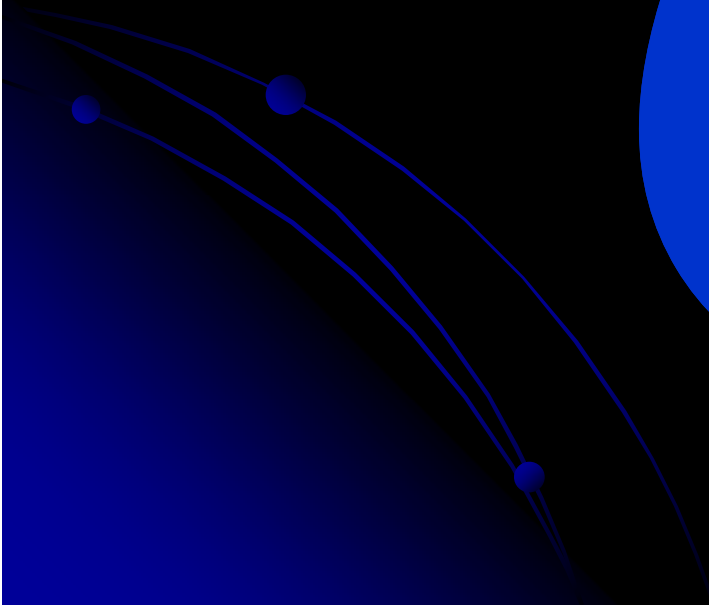
- What

- Needs of the teachers
- Dictated by district
- Observations of the coach

- When

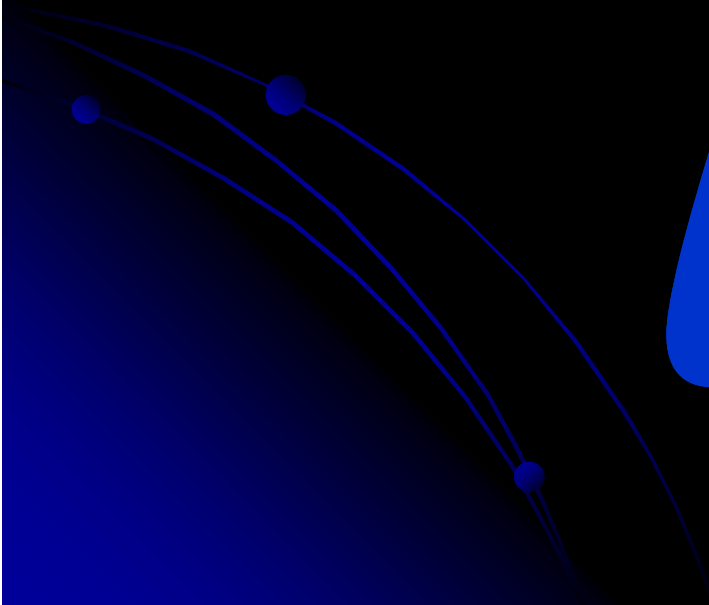
- Team meetings
- Plan time
- Conferencing

- Question, Question, Question



- Reflective

R



WHO? WHY?

- Who

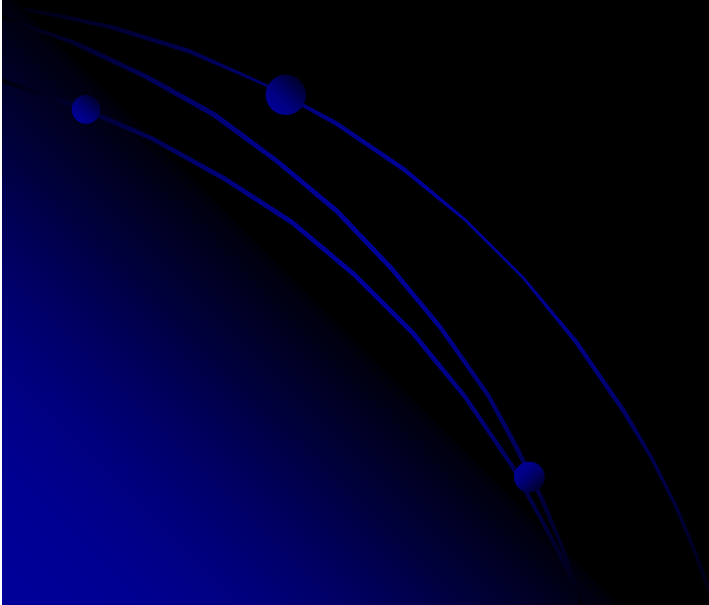
- Coach
- Teacher

- Why

- Gain knowledge
- Make a plan
- Personal growth

- Students

S

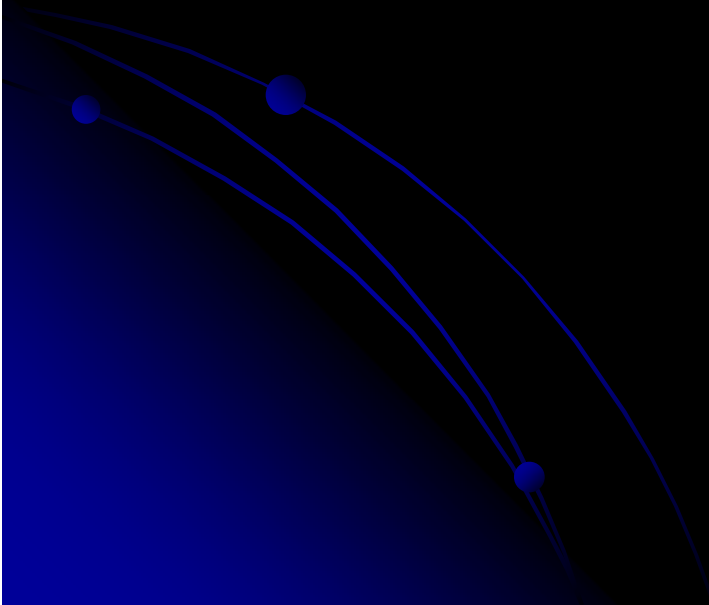


- Team player



Team Meeting

- Literacy
- Curriculum
- Assessment



Kindergarten Team Meeting

2-3 -2009

1:15

Team Meeting Room

Type of meeting: Literacy

Please read:

"Before Working With Children in an Acquisition Setting" pg 115 to top of 124 (We will work on it during team meeting also)

Please bring:

Planning and Implementing Acquisition Settings Chapter, Red Book, Blue Book, Level C Guided Reading Packet

Agenda Items

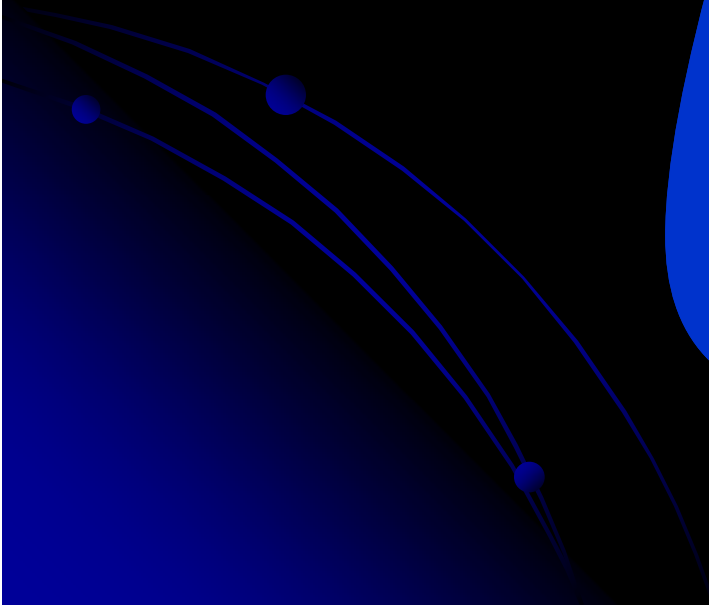
Topic – Acquisition of Guided Reading

- Study "Before Working With Children in an Acquisition Setting"
- Guided Reading
- ✓ Write a guided reading lesson
- ✓ Watch a guided reading lesson
- ✓ Discuss the lesson
- Plan next Literacy Meeting

Notes

- Understanding

W

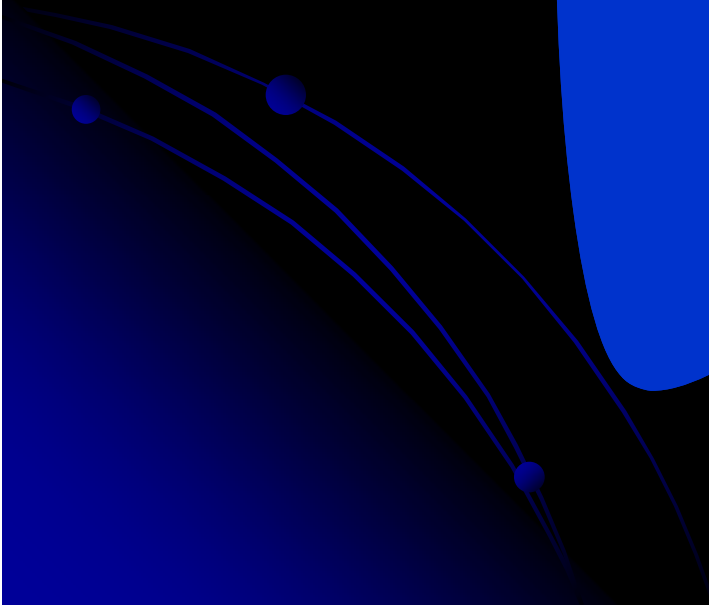


- Visionary



- Work

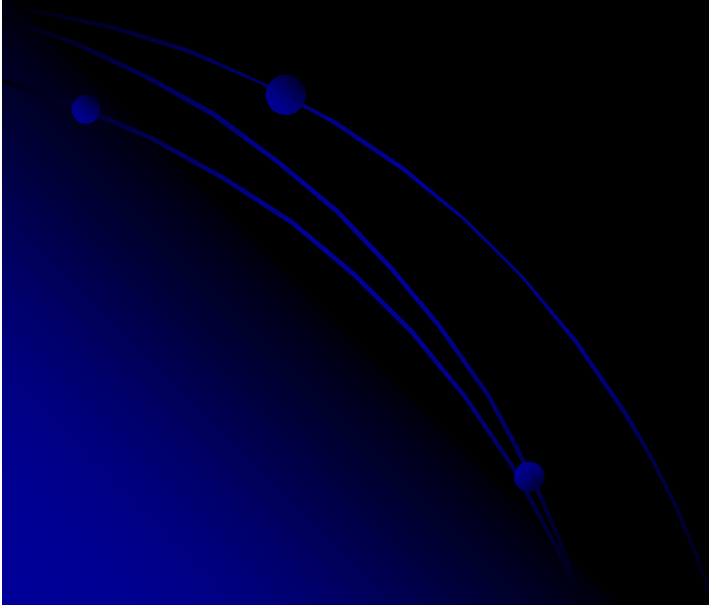
WU



- eXaminer



● YOU



- ZPD



“the distance between a child’s actual developmental level as determined through independent problem solving and potential development level as determined through problem solving under adult guidance or a collaboration with more capable peers” (Vygotsky, 1978)

Thanks!

Elizabeth A. Wagner, EDS

Odessa R-7 School District
Odessa, MO

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