

2006 National Reading Recovery and K-6 Classroom Literacy Conference

Success for All!

Presented by:
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Literacy Coaches and
Full Implementation

Data driven...



- “Teachers who learn to be observers of successful and unsuccessful learners have data on which to test their assumptions. I think that effective teachers must continually test their assumptions about children and learning against such observations.”

- Clay, Marie, BL. 1991



Resources for classrooms...

- Guided Reading (all K-2 teachers)
- Guiding Readers and Writers, Grades 3-6 (all 3-6 teachers)
- Reading with Meaning (all K-2 teachers)
- Strategies that Work (all 3-6 teachers)
- “Connections” kits (trade books arranged by strategies)
- F & P Phonics Lessons kits
- Magnetic Letters/storage boxes
- Leveled Guided Reading Bookrooms
- Books
- Literacy Coaches
- Staff Development

Resources for Literacy Coaches

- Systems for Change
- Literacy Coach's Handbook
- Literacy Work Stations
- “Comprehension Toolkit”
- Weekly meetings
- Cross-county Coaching Network
- Conferences
- Professional reading



Literacy Coaches... TEAMWORK!!!

Changing roles of our Reading Specialists:



- FROM...Reading Specialists (pull out)
 - Small groups
 - Reading Recovery
- TO...Reading Specialists (pull out and push in)
 - Small groups
 - Reading Recovery
 - Coaching (one day a week)
- NOW...Reading Specialists/Literacy Coaches
 - Reading Recovery
 - Coaching




RLASD Coaching Initiative

- The vision of RLASD literacy coaches is to raise student achievement in measurable ways.
- Coaches will support teaching skills acquired in professional development training in literacy area programs.
- The incentive is meeting Adequate Yearly Progress.
- Our district-wide action plan involves analyzing each building's assessment data and unique needs to support effective instruction. Specific action plans will be situational based on varying building need.



Coaching Guidelines

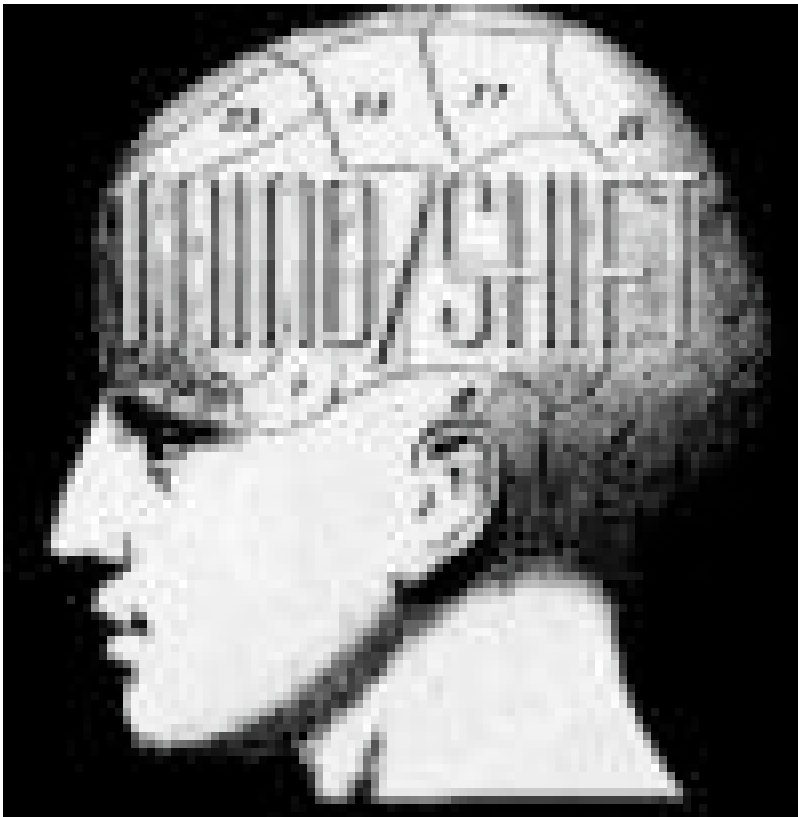
- There may be 4 reasons for a coach to visit a particular classroom:
 - The most ideal situation is one in which the teacher invites the coach to visit to support his/her work in one of the LA areas.
 - The coaches themselves choose to focus on a particular grade level and that grade level's use of a particular skill.
 - Coaches will provide support for new teachers.
 - A principal, after doing an observation in a teacher's classroom, includes a recommendation for a teacher to access the support of a coach.



Coaching Guidelines (continued)...

- The coach will notify the principal that he/she will be coming to the building but will not specify which classrooms/teachers he/she will be visiting.
- The coach will not provide feedback to the principal after visiting a classroom.
- If a principal, through an observation with a teacher, feels the teacher needs the support of a coach, the principal will work with the teacher to arrange the coach's visit. The principal will not arrange the visit with the coach or ask the coach to let him/her know when the visit has been completed. All communications should be between the principal and teacher, and between the teacher and the coach - not the principal and the coach.

Mind shift...



“It takes time, reflection, and conversation with others to make real shifts in teachers’ thinking, learning, and practice. This kind of ongoing, close-to-practice professional development is a radical change from ‘one shot’ inservice currently offered in most school districts...”

-Lyons and Pinnell, Systems for Change, 2001



Full Implementation

- Used 1st grade enrollment to determine the number of students needing to be served (20%)
- Calculated ratio of one Reading Recovery teacher to eight 1st graders in each building
- Funded through Title 1, Accountability Grant, and District Funds
- Data reviewed for program effectiveness



Concerns-Based Adoption Model (CBAM)

- Level 0: The teacher knows nothing about the innovation.
- Level 1: The teacher is collecting information to learn about the innovation.
- Level 2: The teacher is wondering how the innovation will affect her personally — will she have enough time, will it sap her energy, and other questions.
- Level 3: The teacher is trying to address practical issues raised by the innovation — fitting it in the schedule, managing the materials, and others.
- Level 4: The teacher is determining the effect — positive, negative, or nonexistent — the innovation is having on her goals, particularly student achievement.
- Level 5: The teacher is interested in elaborating upon the innovation, making modifications and fitting it into other goals or programs, and sometimes sharing ideas with others.
- Level 6: The teacher is satisfied with the innovation and interested in moving on to new problems and questions, perhaps those that are raised by the innovation itself.

(Hord, 1987)

Stages of Change

- Precontemplation “I don’t need change.”
- Contemplation “I’m thinking about change.”
- Preparation “I want to change. I am trying.”
- Action “I’m tired! Am I doing it right?”
- Maintenance “I want to learn more.
I’m ready to share with others.”

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