

Viterbo University

Developing a University Literacy Coaching Certificate Program

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Viterbo Professor of Record 2008

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Viterbo University Definition of a Literacy Coach

A Viterbo-trained literacy coach is a reading specialist who is trained to provide explicit professional development to teachers in a variety of situations. Coaching is educator-centered in that a coach uses demonstration, observation, and engaged conversations related to specific teacher beliefs and classroom practices. Theoretically, within the constructivist view of teaching, the coach facilitates conversations with the educator within his/her "zone of proximal development." The ultimate goal is to foster teacher growth and independent reflection that supports optimum learning for all students.

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Course Goals

 3 Systems Goals



4 Literacy Processes Goals



3 Relationships Goals

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Systems



- Goal 1: Articulate an awareness of the political aspects and underlying culture of school systems.
- Goal 2: Identify contextual factors that affect learning within a given community.
- Goal 3: Navigate within the school system to advocate for literacy instruction that facilitates PK-12 learning.

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Systems Goal 1

The Coach will be able to:




- Articulate an awareness of the political aspects and underlying culture of school systems.
 - Understanding change
 - Continuous improvement
 - Effective schools research
 - Recognize the political structures within schools
 - Identify various school culture (visible and invisible)
 - Who owns and uses "the power"
 - Identify positive and negative school leaders
 - Role of family and community (involvement)
 - Know the philosophy of school (family, community)
 - Awareness of national and state academic and teacher standards

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Systems Goal 2

The Coach will be able to:

- Identify contextual factors that affect learning within a given community.
 - Knowledge of teacher demographics
 - e.g. degrees, years of experience, etc.
 - Assessment & demographic trend data
 - e.g. WINSS web site
 - Demographics of the community
 - e.g. chamber of commerce
 - Use at least 3 points of data (triangulation)
 - Knowledge of data driven leadership/decision making
 - Create a positive literate, literacy-rich environment
 - Awareness of current district staff development initiatives and how they can impact each other positively or negatively
 - Time for job-embedded staff development
 - Develop a job description appropriate to district needs




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Systems Goal 3

The Coach will be able to:


- Navigate within the school system to advocate for literacy instruction that facilitates PK-12 learning.
 - Advocate for effective seamless literacy instruction
 - Self-efficacy (your own personal beliefs to be effective at your job)
 - Tools to promote the work that needs to be done (explicit)
 - Realize your own expertise, work to be done
 - Recognize you can be a catalyst for change
 - Develop a job description appropriate to district needs
 - Develop a sense of self-empowerment (coach)
 - PK-12 Congruency (individual and system) seamless instruction
 - Collaboration
 - Understanding leadership styles and personalities
 - Working with principals, other administrators, and leadership teams
 - Learn about PDSA (plan, do, study, act)
 - Coaches Report: teacher impact on student learning



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Literacy Processes

- **Goal 1:** Demonstrate a comprehensive understanding of literacy processes and learning theories.
- **Goal 2:** Guide the teacher in identifying and implementing effective literacy practices.
- **Goal 3:** Guide a teacher toward independent reflection and generative application of instructional practice.
- **Goal 4:** Guide a teacher to understand on-going assessment, data analysis, and interpretation to support instructional decisions.




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Literacy Processes Goal 1

The Coach will be able to:

- Demonstrate a comprehensive understanding of literacy processes and learning theories.
 - Current in professional literature, research, and trends
 - Gradual Release of Responsibility
 - Processes related to literacy
 - Understand IRA content areas
 - Content area standards (IRA booklet)
 - Constructivist Learning Theory (modeling, demonstrating, workshop)
 - Variety of group structure
 - Brain based research (learning)
 - Reading and Writing Reciprocity
 - Differentiated Instruction
 - Metacognition




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Literacy Processes Goal 2

The Coach will be able to:

- Guide the teacher in identifying and implementing effective literacy practices.
 - Create a positive literate, literacy-rich environment
 - Differentiated conversations
 - Guided/probing questions
 - Reflective listening
 - Modeling/observations (self/colleagues)
 - Journaling
 - Self-tape and/or reflective thinking
 - Audio, DVD, and/or VT
 - Examination of student work
 - 4C's: Consistency (within), Continuity (between), Communication (time), Change (when necessary)




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Literacy Processes Goal 3

The Coach will be able to:

- Guide a teacher toward independent reflection and generative application of instructional practice.
 - Reflective Journaling
 - Guided conversations
 - Emailing/discussion board
 - Professional learning communities (within/out)
 - Collaboration (teachers getting together and discussing work to build knowledge & consensus)
 - Book studies




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Literacy Processes Goal 4


The Coach will be able to:

- Guide a teacher to understand on-going assessment, data analysis, and interpretation to support instructional decisions.
 - Observational data
 - Formative and summative assessments
 - Progress monitoring (Rtl)
 - Multi-tiered
 - Student evidence
 - Evidenced based instruction/coaching
 - Developmental characteristics of readers/writers



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Relationships




- **Goal 1:** Communicate effectively with teachers, administrators, families, school board, and other stakeholders in a variety of situations.
- **Goal 2:** Identify and implement various ways to develop effective, collaborative relationships.
- **Goal 3:** Assist a teacher in identifying specific strengths and challenges and provide appropriate support.

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Relationships Goal 1

The Coach will be able to:

- Communicate effectively with teachers, administrators, families, school board, and other stakeholders in a variety of situations.
 - Adult learning
 - Brain based research (learning)
 - Coaches Language (word choice)
 - Non-verbal cues
 - Cognizant of audience
 - Organization and use of technology (PPP, discussion boards, websites)
 - Protocols/norms for group work
 - Families (involvement, community)
 - Know the philosophy of the school
 - Coaches Report: teacher impact on student learning




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Relationships Goal 2

The Coach will be able to:

- Identify and implement various ways to develop effective, collaborative relationships.
 - Knowledge of team building and sustainability
 - Expression of valuing the other
 - Showing professional respect
 - Ethics (confidentiality and trust) of coaching relationships
 - Building self-esteem in others
 - Coaches inner landscape
 - Self-efficacy (your own personal beliefs to be effective at your job)
 - Literacy Coach Network
 - Effective, active listeners
 - Facilitation/Partnership skills
 - Having difficult conversations
 - Create a positive literate, literacy-rich environment




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Relationships Goal 3

The Coach will be able to:

- Assist a teacher in identifying specific strengths and challenges and provide appropriate support.
 - Focused conversations
 - Being in the teachers moment
 - Provide professional materials/reading as needed
 - Self-assessment strategies
 - Leadership Assessment Profile
 - Meyers-Briggs
 - Etc.



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Coaching Objectives

- To work closely with classroom teachers to analyze and improve classroom practice.
- To build literacy leadership capacity.
- To demonstrate best literacy practices.
- To coach in an apprenticeship style which mirrors the workshop/apprenticeship model of literacy instruction.
- To create systemic change within the school culture by building the individual's internal capacity for supporting the change process.
- To promote literacy program change through reflection and decision-making.
- To meet with teachers to listen to and learn about their concerns, strengths, needs, and efforts.

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Why a literacy coaching certificate?

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Reading coach	Peer coach
Collegial coach	Reflective coach
Content-focused coach	Design coach
Collaborative coach	Cognitive coach
Instructional coach	Collegial coach
Content-focused coach	Academic coach
Collaborative coach	Peer coach
Literacy coach	Data coach

Mentor

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Controversy

- Uncertainty about the purpose of literacy coaching
- Licensure/certification for literacy coaches
- Multiple interpretations of the title and role of a literacy coach
- Funding for literacy coaches
- Varying qualifications of the individuals hired to provide the coaching support
- Administrator or teacher contract

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Comprehensive Literacy Coaching

- Balanced literacy
- Job embedded professional development
- Continuous learning
- Reflective practice
- Dialogue and feedback
- Systemic change
- Data based decision making
- Teacher as decision maker

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NCLB

“States must make available to new and veteran teachers and principals “teacher mentoring, team teaching, reduced class schedules, and intensive professional development and use standards or assessments for guiding beginning teachers that are consistent with challenging State student academic achievement standards and with the requirements for professional development activities described in section 9101” (sec. 2113.c.2)

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“Even the best professional development may fail to create meaningful and lasting changes in teaching and learning – unless teachers engage in ongoing professional dialogue to develop a reflective school community.”

Regie Routman, 2002

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Professional Development Training Components - Transfer Rate of New Skill into Practice

Theory	5%
Theory & Demonstration	10%
Theory, Demonstration, & Practice	20%
Theory, Demonstration, Practice, & Feedback	25%
Theory, Demonstration, Practice, Feedback, & ON-SITE COACHING/MENTORING	90%

Source: Joyce, B. & Showers, B. (1988). *Student achievement through staff development*. Longman, New York.

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9 Roles of the School-based Coach

- ☞ Catalyst for change
- ☞ Classroom supporter
- ☞ Curriculum specialist
- ☞ Data coach
- ☞ Instructional specialist
- ☞ Learning facilitator
- ☞ Mentor
- ☞ Resource provider
- ☞ School leader

Killion, J. & Harrison, C. (2005). 9 Roles of the school-based coach. Oxford, OH: NSDC.
<http://www.nsdco.org/members/31sept05.pdf>

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Catalyst for Change

- ☞ Seeks to influence change for improvement by introducing new ideas, making observations, and questioning current practice.
- ☞ Often speaks the unspoken as a way of initiating conversation about alternative ways of thinking and behaving.
- ☞ Questioning the status quo.

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Classroom Supporter

- To increase the quality and effectiveness of classroom instruction
- ☞ Gradual release of responsibility
 - ☞ Model or demonstrate
 - ☞ Co-teach
 - ☞ Observe and give feedback on instruction or management

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Curriculum Specialist

- ☞ To ensure implementation of adopted curriculum.
 - Developing teachers' understanding of the curriculum writing process
 - Aligning written and tested curriculum
 - Developing Big Ideas & Essential Questions
 - Writing benchmarks and power standards
 - Integrating content areas into literacy

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Data Coach

- ☞ To ensure that student achievement and data drive decisions in classroom and school.
 - Determine types of data to be analyzed
 - Display data in a user-friendly format
 - Develop understanding of data
 - Assist in making decisions regarding data
 - Create a non-threatening environment

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Instructional Specialist

Purpose: Align instruction with curriculum to meet the needs of all learners

- ☞ Model effective instruction differentiate
- ☞ Know how students learn and how teachers make decisions
- ☞ Classroom management, higher-order thinking skills and engagement strategies

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Learning Facilitator

Purpose: To design collaborative, job-embedded professional learning

- ☞ Facilitating dialogue
- ☞ Differentiating learning for teachers
- ☞ Following up with learners
- ☞ Presenting skills
- ☞ Meeting management skills

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Mentor

- ☞ To increase instructional skills of the novice teacher and support schoolwide induction activities

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Resource Provider

- ☞ TIP 1: Teachers know resources too.
- ☞ TIP 2: It takes teachers and coaches to find worthy resources.
- ☞ TIP 3: A resource is only as good as the educators using them.
- ☞ TIP 4: Offering resources doesn't mean you are a poor teacher.

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School Leader

- ☞ Champion for quality teaching and learning
- ☞ Serve on school improvement team and district committees, lead school committees, liaison to central office staff
- ☞ Meet to coordinate services to teachers
- ☞ Help principal think through the work of significant school change while keeping the focus on student learning
- ☞ Facilitate alignment among various school improvement strategies

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A Viterbo Literacy Coach

- ☞ Observes classroom practice and offers feedback
- ☞ Expands teacher capacity to increase student achievement
- ☞ Promotes reflective practice
- ☞ Acts as a thinking partner
- ☞ Develops trust with colleagues

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There is no “perfect” program or comprehensive cookbook for success, but there are some reliable recipes and guidelines for assembling them into appropriate menus.

Moran, M. C. (2007). *Differentiated literacy coaching: Scaffolding for student and teacher success*. Alexandria, Va: Association for Supervision and Curriculum Development. p. x

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Coaching

“You cannot have students as continuous learners and effective collaborators, without teachers having the same characteristics.”

Michael Fullan, 1993

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ED 771 LITERACY COACHING VITERBO UNIVERSITY SUMMER, 2008 REQUIRED TEXTS

Moran, M. C. (2007). *Differentiated literacy coaching: Scaffolding for student and teacher success*. Alexandria, Va: Association for Supervision and Curriculum Development.

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Rodgers, A., & Rodgers, E. M. (2007). *The effective literacy coach: Using inquiry to support teaching and learning*. New York: Teachers College, Columbia University.

Stone, D., Patton, B., & Heen, S. (2000). *Difficult conversations: How to discuss what matters most*. New York, N.Y.: Penguin Books.

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Mraz, M., Algozzine, R., & Kissel, B. (2009).

The literacy coach's companion: Prek-3. Thousand Oaks, CA: Corwin Press.

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