



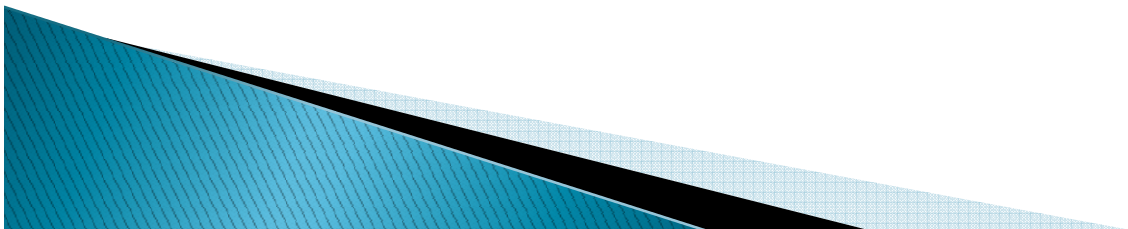
Hanna Skandera
Secretary-Designate

The Role of the Reading Coach

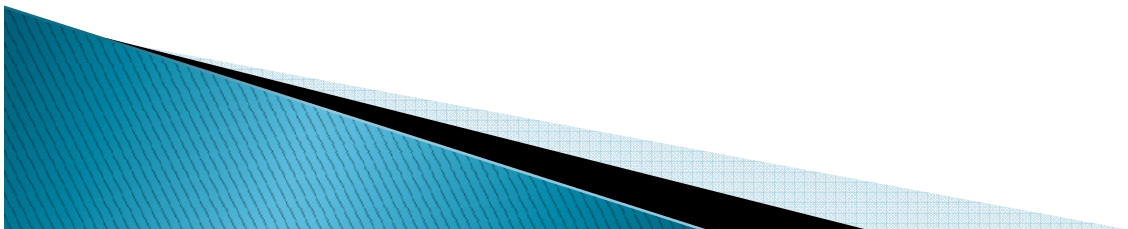
*New Mexico Reads to Lead!
Reading Coach Seminar
September 5, 2012*

What is a Reading Coach?

“A *reading coach* is a professional development liaison within the school to support, model, and continuously improve evidence-based instructional programs in reading to ensure reading improvement for ALL students.”

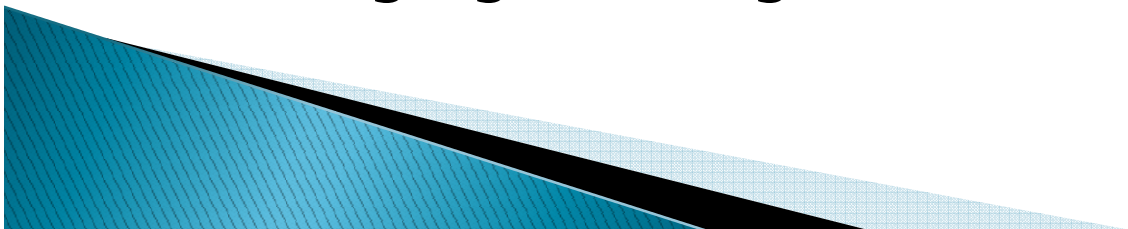


For a reading coach to be effective, the role of the coach must be clear to school administration, teachers, and the coach. The role of the coach is to provide job-embedded professional development and coaching for teachers.



Coaching Activities

- ▶ Whole Faculty Professional Development
- ▶ Small Group Professional Development Planning
- ▶ Modeling Lessons
- ▶ Coaching
- ▶ Coach–Teacher Conferences
- ▶ Student Assessment
- ▶ Data Reporting
- ▶ Data Analysis Meetings
- ▶ Knowledge Building
- ▶ Managing Reading Materials



Continuum of Coaching

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



Facilitate a workshop or session to improve instruction and student learning	Provide an observation lesson to improve instruction and student learning with feedback and collaborative input.	Co-teach with colleague to improve instruction and student learning based on mutually agreed upon learning goals and success indicators.	Confer, observe, and debrief to improve instruction and student learning.	Facilitate a study group or literacy leadership team to investigate common interest topics to improve instruction and student learning.	Facilitate action research to seek resources after reflection to improve instruction and student learning.
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Increased scaffolding

Decreased scaffolding

SUBJECT-CENTERED

PROBLEM-CENTERED



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

Coaches are not expected to...

- ▶ Be assigned as a regular classroom teacher
- ▶ Perform administrative functions that would confuse his/her role for teachers
- ▶ Spend a large portion of time administering or coordinating assessments, as these tasks prohibit the coach from providing professional development to teachers
- ▶ Model in a class where the classroom teacher is NOT present

Data Drives Decisions

Grade Level Meetings

- ▶ Grouping
- ▶ Instructional planning
- ▶ Individual Assistance Reading Plans (IARP's)
- ▶ Personnel placement
- ▶ Resources
- ▶ Scheduling



Changes Needed to Improve Student Achievement

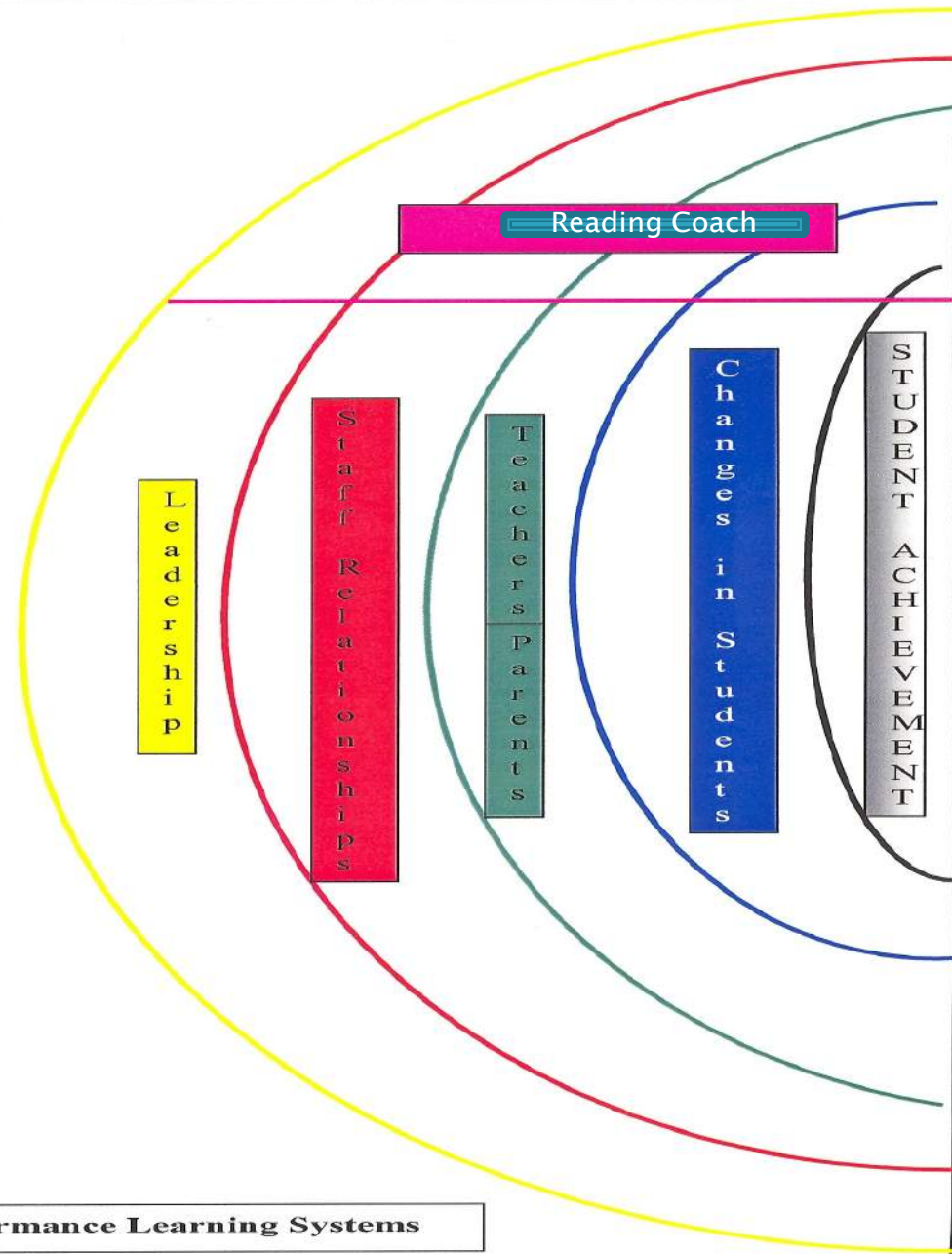
1. What are the changes in student behavior, performance, choices, effort, etc., that you believe are precursors to the improvement in student learning that you seek?

2. What changes must occur in individual staff/teacher practices to generate the changes you seek in students?
What changes must occur in parent practices to generate the changes you seek in students?

3. Are there changes that need to occur in the way that staff members work with each other in order for the desired individual staff members changes to occur?

4. What are the behaviors/practices of school leadership that are necessary to initiate, motivate, and support these changes?

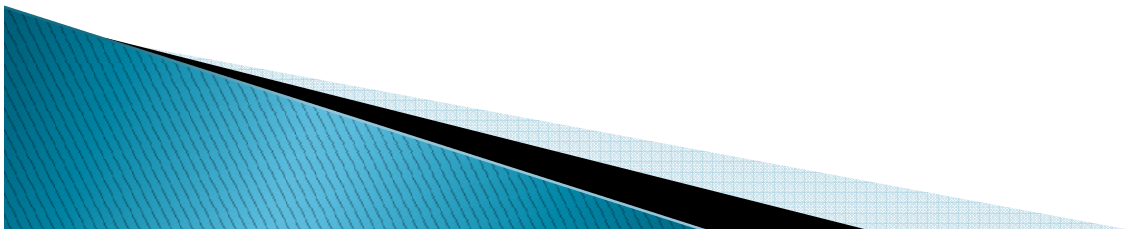
5. How do you see your role in the changing behaviors of students, teachers, teacher leaders, and administrators?



The Pre-Conference

- ▶ The pre-conference is a brief and reflective conversation.
- ▶ This focused conversation will help the coach realize what the teacher is thinking about at the time of the lesson.
- ▶ Probe for what the teacher really wants to happen in the classroom.
- ▶ Leave the pre-conference with an agreed upon focus for the observation.

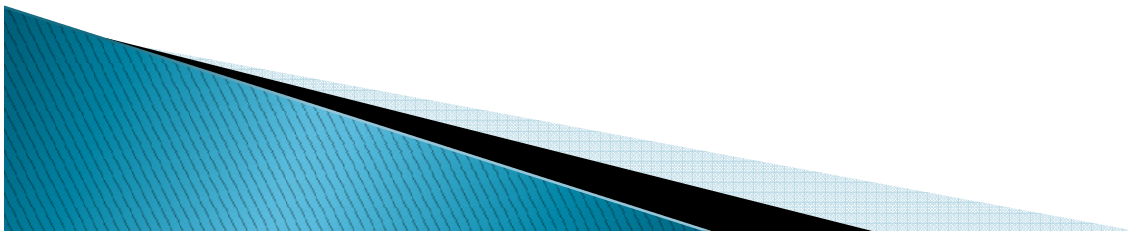
Lyons and Pinnell, 2001



Coaching During the Observation

- ▶ During your observation, you match pre-conference information with what you see.
- ▶ Gather examples that will spark discussion related to the teacher's agenda as well as your own.

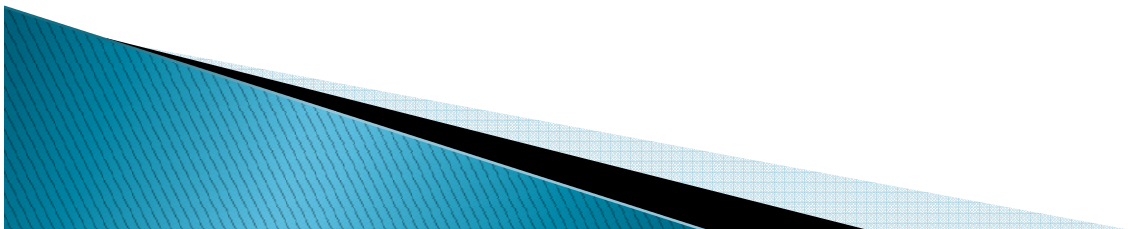
Lyons and Pinnell, 2001



Preparing for the Post-Conference

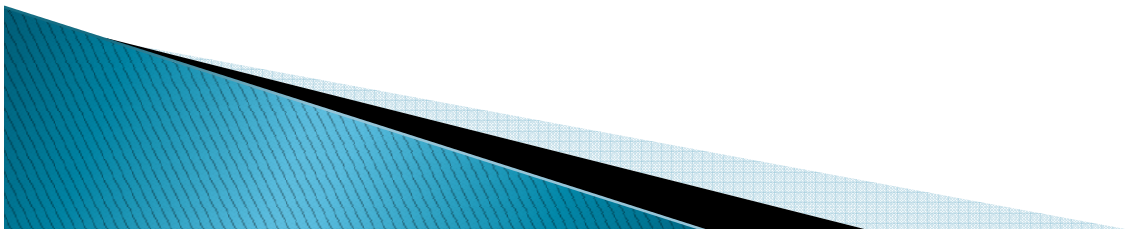
- ▶ Select snippets from the observation to illustrate the points you want to make.
- ▶ These illustrations are designed to prompt conversation about student behavior.
- ▶ Identify the most logical next step for the teacher.

Lyons and Pinnell, 2001



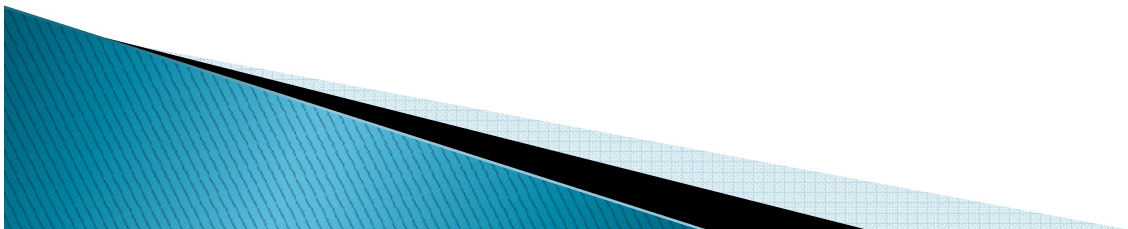
Post-Conference

- ▶ The post-conference is a short conversation that is linked to the agreed upon focus from the pre-conference.
- ▶ Provide specific, direct, and concrete suggestions.
- ▶ The teacher and the coach make a plan for next steps.
- ▶ The coach provides follow-up support as agreed upon in the plan for next steps.



Next Steps

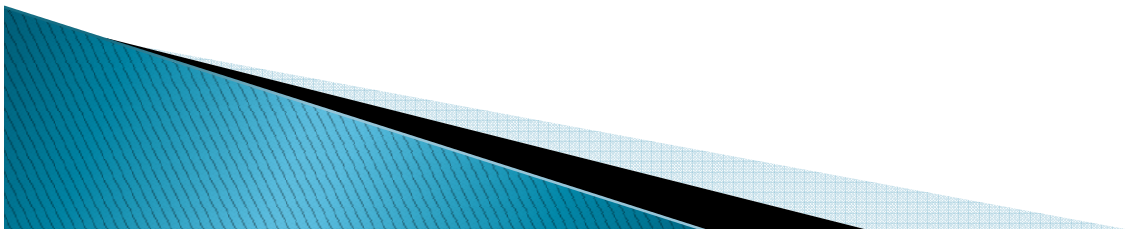
- ▶ Adhere to the agreed upon plan of next steps.
- ▶ Next steps could include:
 - Modeling
 - Coach observes the teacher
 - Teacher observes other teachers
 - Video taping
 - Professional reading
 - Problem Solving
 - Peer Coaching
 - Peer Conferences
 - Action Research
 - Continued Professional Development
 - Self analysis
 - Co-Planning



Reflecting After Coaching

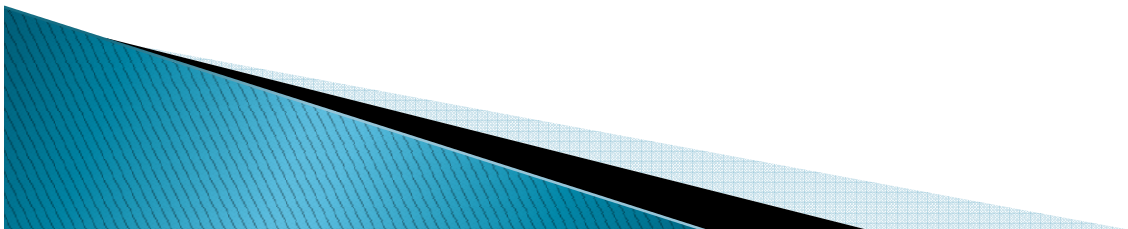
The coach reflects on the coaching process:

1. What did the teacher learn that will make a difference in his/her teaching?
2. Did you as a coach accomplish your goal?
3. Did the teacher accomplish his/her goal?



Monthly Coach's Log

- ▶ The following categories from the Coach's Log encompass the heart of the coaching process:
 - Professional Development
 - Planning
 - Modeling Lessons
 - Coaching
 - Coach-Teacher Conferences
- ✓ Regional Reading Coaches and reading coaches funded through New Mexico Reads to Lead! are required to complete the monthly log via WebEPPS.



Contact Information

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