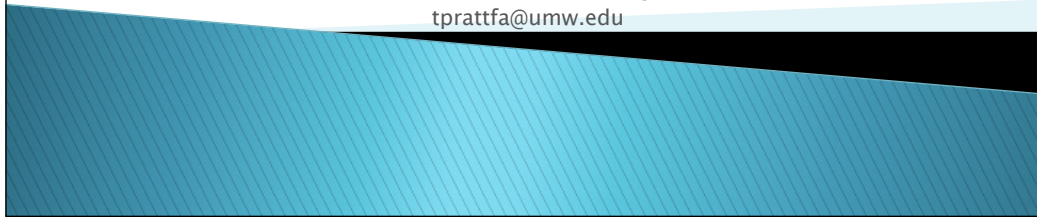


# Catch the Coaching Wave!

**VSRA 2010**  
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# Session Overview

- ▶ Introductions
- ▶ Time on Task Reflection Activity
- ▶ Modeling Effective Professional Development
- ▶ Addressing the Pillars of Adolescent Literacy
  - Research
  - Pillar-Time
  - Collective Coaching Strategies / Suggestions
- ▶ Independent Reflection and Action Plan

# How Do You Slice It?

- ▶ “Those that make the best use of their time have none to spare.”

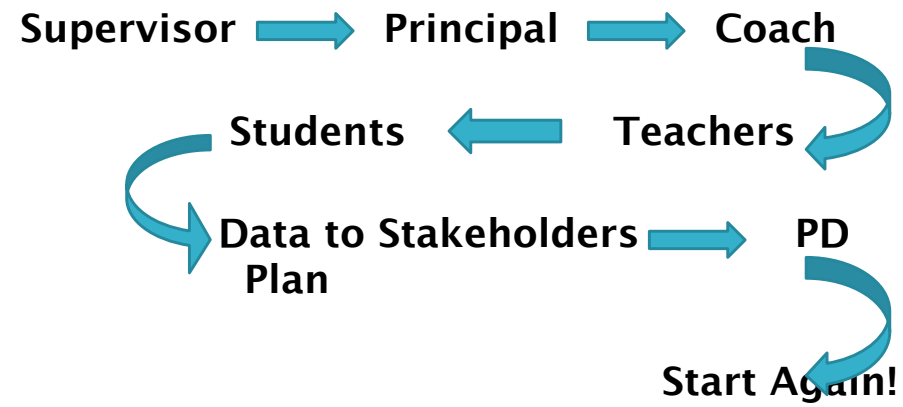
–Thomas Fuller

- ▶ Literacy coaches need to understand how they are allocating their time
  - Leads to an increased awareness of how to assess teachers’ use of instructional time focused on the five pillars of literacy
  - Leads to planning professional development reflective of teachers’ and students’ needs

# Where to Start?

## Example 1

- ▶ One Possible PD Initiation Route:



# Where Will You Start?

## Example 2

- ▶ **Top Headings:**
  - Five pillars of literacy to guide a coach's initial assessment and questioning
  
- ▶ **Side Headings:**
  - Opportunities for focusing on any of the five pillars in situations reflective of your needs
  - Entry-points for informal and formal instructional conversations
  
- ▶ **Within the Chart:**
  - Time Spent, Ideas, Colleagues, Questions

# Time

- ▶ “More time on literacy instruction requires more efficient and focused use of time every classroom and during the entire school day.”

(Irwin, 2009, p.55)

- ▶ 2–4 Hours of Daily Connected Literacy Instruction

(Biancarosa & Snow,

2006)

- ▶ Dedicated Time for Reading
- ▶ School-wide Effort
- ▶ Sustained Silent Reading
- ▶ Appropriate and Structured Choice
- ▶ Goal: Creating a Literacy-Driven School Culture

# Motivation

- ▶ “It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.”

–Katherine Patterson

- ▶ To Promote Motivation:

- Relate materials to students’ lives
- Listen to all opinions / state your own
- Encourage student choice of reading materials
- Allow students to finish reading activities
- Help students find own ways to read

2003)

(Guthrie, 2008; Pressley,

- ▶ Goal: Creating Life-long Readers

# Choice

- ▶ "It is our choices, Harry, that show what we truly are, far more than our abilities."

— J. K.

Rowling

- ▶ Varied Classroom Libraries
  - Levels, Genres, Content
  - Newspapers, Magazines, Novels, Short Stories, etc.
- ▶ Independent Choice (among a wide-variety)
- ▶ Structured Choice (among a category)
- ▶ Appropriate, Accessible and Available
- ▶ Goal: Teaching Students How to Self-Select

# Vocabulary

- ▶ “Students need to develop an interest and awareness of words beyond school vocabulary assignments if they are to adequately build their vocabulary repertoires.”  
(Beck, McKeown, Kucan, 2002)
- ▶ Language Focused Classrooms
- ▶ Can Teach 400 Words Per Year
- ▶ Considerations:
  - Importance and Overall Utility
  - Instructional Potential
  - Conceptual Understanding vs. Labels
  - Student Interest
- ▶ Provide Strategies
  - Greek and Latin Roots
- ▶ Goal: Build a Transferable & Conceptual Understanding of Whole Words and Word Parts

# Comprehension

- ▶ "Effective teachers don't stop at describing a strategy--they model how the strategy works and tell students why they should use particular strategies in particular situations."  
(Biancarosa, 2006)
- ▶ Strategies
  - Summarize, Visualize, Predict, Question, Clarify, Monitor
  - Before, During and After Organization
- ▶ Modeling
  - Graphic Organizers and Thinking Aloud
- ▶ Coordinated, Explicit, Systematic, Consistent Use
- ▶ Goal: Metacognition / Independent Use

## Where Will the Coaching Wave Take You?

- ▶ Reflect on your assessment chart and conversations with colleagues
- ▶ Use the Pillar Chart to jot down some ideas regarding your next steps
- ▶ Guiding Questions:
  - How can I help teachers more effectively address the five pillars in their classrooms?
  - What are my priorities in addressing the pillars?
  - How can I best incorporate elements from this session into my work?
  - What resources will I need (materials, colleagues, data, etc.)?

## Final Thoughts...

“What we do know is that high-quality professional development followed by in-class support (coaching) works to improve teaching and learning over time. Thus, the reading coaches model has, in my eyes, the potential to support classroom teachers as they develop into expert teachers of reading.”

(Allington, 2009, p. 172)

