

What Works for Middle-School Literacy Coaches

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Introduction

- Creating Norms for our learning today
- Attitudes and Actions for a learning environment
- Who is this lady?

Trading Cards

- Number off at your table form 1-4
- Put your number on an index card
- When the music starts walk around the room until the music stops
- Put your hand up with your card number showing
- Pair up with someone who has the same number

Stand up, Hand up, Pair up

- Exchange information
 - Your name
 - Your job description
 - What you hope to learn today
- Let's do it again
- Odd pair with an even: 1 with 2 or 4, 3 with a 2 or 4 😊 Problem solve if need be
- Let's do it again- form a team of 4, 1-4

Record Expectations

Purpose

- To understand roles that coaches play in their buildings
- To understand that there are research based strategies and skills that work with Middle Level learners
- To understand that the role of the Literacy Coach is a process that is data driven

Non-Purpose

- To debate NCLB
- To make you a literacy coach today
- To determine how to get rid of bad teachers or administrators

Context of Coaching- Roles

Must have 100% support of your administration in order to be as proficient as possible.

However, don't let be an excuse for not causing change to occur when and where it needs to happen.

*Coming together is a beginning,
Keeping together is progress,
Working together is success.*

Henry Ford

1. Coaches are knowledgeable about federal and state requirements and district policies related to teacher quality, student achievement and parent involvement.
(NCLB)

2. Coaches facilitate teachers' collaboration, analysis and use of varied data to identify student learning needs, plan instruction to address the identified needs and assess student progress toward the expected outcomes.

Teaching and leading are not innate for most of us.

We teach and lead better when we constantly learn how to teach and lead.

Roland Barth

3. Coaches possess an understanding of language arts, math and science content areas, and are knowledgeable about the structure of the curriculum in all these areas.

Coaches know how to use the state or district Standards from various disciplines and grades and help teachers understand how they are related.

If a doctor, lawyer or dentist had 30 people in his/her office at one time, all of whom had different needs and some of whom didn't want to be there and thus were causing trouble and disruption, and without assistance had to treat them all in a professional and dedicated manner for 9 straight months, he/she might have a deeper appreciation of the classroom teacher.

Michael Fullan

4. Coaches understand how to use data based on formal and informal assessments to plan instruction. Lesson planning will incorporate student outcomes, objectives, research-based instructional practices and differentiated strategies.

When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look into the reasons it is not doing well. I may need fertilizer, or more water, or less sun. You never blame the lettuce.

Thich Nhat Hanh

5. Coaches develop assessment literacy so they can facilitate teachers' design and use of varied diagnostic and evaluative assessment tools to plan instruction and measure student learning.

Knock- Knock

- Knock-Knock this, this
- Knock-Knock that, that
- Knock- this
- Knock- that
- Knock- Knock this, that

6. Coaches use technology to manage data and information, communicate with stakeholders, and to collaborate with the School-Based Technology Specialist to integrate technology into instruction.

7. Coaches develop and sustain trusting, productive relationships with teachers, administrators and other colleagues individually and in teams.

They work collaboratively to develop curriculum and assessments designed to improve instruction and student learning.

If I had eight hours to chop
down a tree, I'd spend six
sharpening my axe.

Abraham Lincoln

8. Coaches use a variety of strategies and processes to engage individuals and stakeholder groups in planning, implementing, and monitoring individual, team, and school change. Coaches understand and respond to the needs of adult learners in planning and delivering staff development.

***I wonder how many children's
lives might be saved if we
educators disclosed what
we know to each other.***

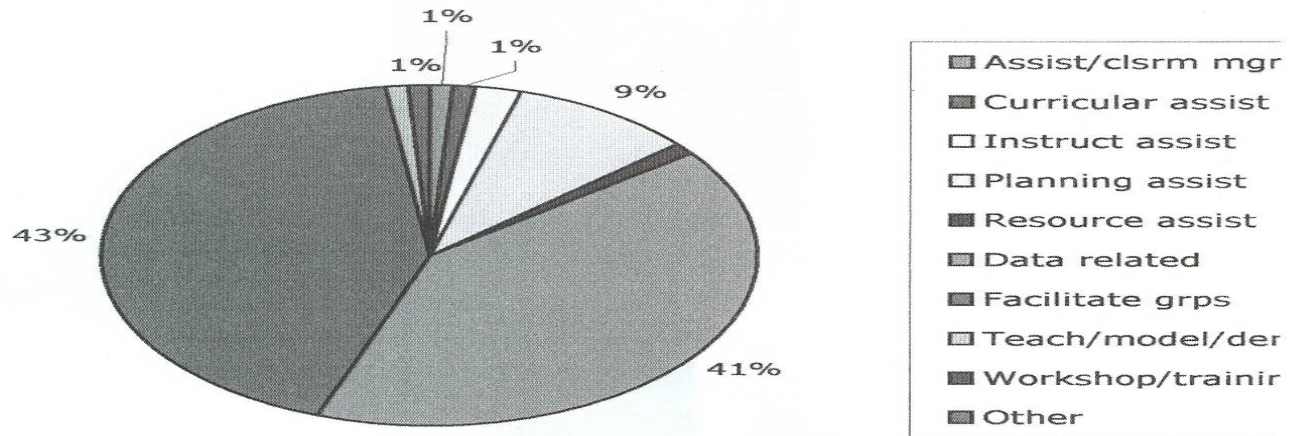
Roland Barth

9. Coaches recognize and reflect on how their own personal and professional beliefs (mental models) influence their perceptions, decisions and actions.

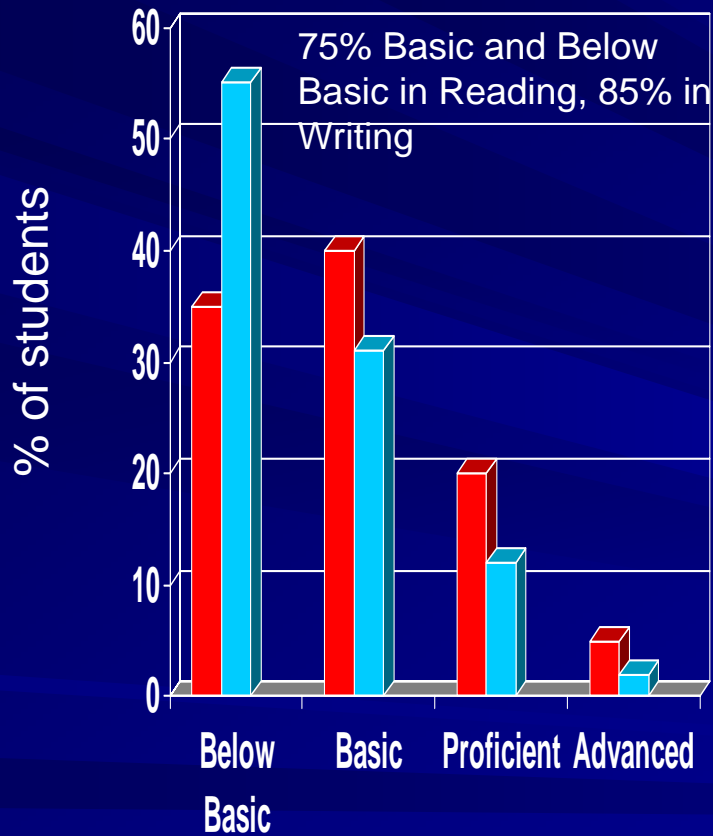
10. Coaches use a variety of professional practices to organize, document and reflect on their work.

Coach/Client Interactions for September 2006

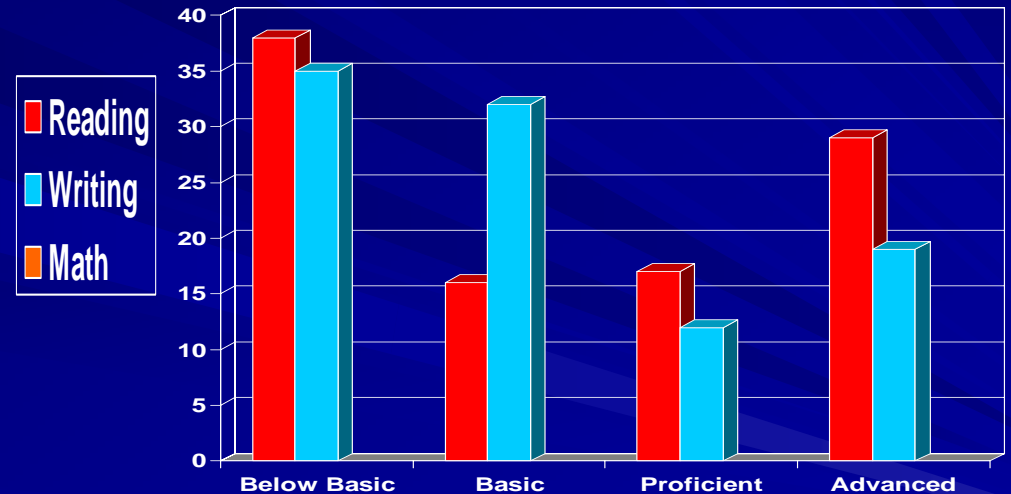
Coach Nancy Hopkins, 37 clients, two weeks



Beginning of Year to End of first quarter comparison



After 9 weeks of instruction rates are 53% Below Basic and Basic in Reading, 67% in Writing.



Content

- What do you teach teachers?
 - Reading and Writing in the content areas
 - Leveled texts
 - Differentiated Instruction
 - Whole, small group and individual instruction
 - Modeling, demonstrating and practicing within a low risk atmosphere
 - Discussion groups

Non-Fiction Writing

- 85% of all writing by adults is non-fiction
- When was the last time you made a diorama?
- National Writing Project- 80% of all students who take the NAEP scored at Basic
- Workplace Writing
- Explicit teaching the craft of writing

■ What resources do you use?

Process

- Assess what teachers want- give them choice, this is about growing- like the lettuce
 - Student Achievement
 - Communicating vision, goals, opportunities and challenges
 - Motivating and mobilizing individuals and teams and building relationships
 - Producing results through others and monitoring indicators

■ How do you get buy in?

- Feedback from teachers- IRA self-assessment
- Provide a fair process- heard and been treated fairly (Kim & Mauborng)
- Contagious emotions- Goleman (2006)- Focus and Language
- Create short-term wins- look for opportunities to provide recognition, celebration and small wins- shout them from the roof tops!
- Spread authentic happiness- www.AuthenticHappiness.org

R-E-S-P-E-C-T- show them

- Recognition
- Freedom to use judgment
- Listen to and act on employee ideas
- Encourage innovation
- Provide feedback and coaching
- Value people as individuals
- Provide sense of being included
- Appreciate diverse perspectives, ideas and work styles

- Listen to and fairly handle complaints
- Find another coach to be your mentor and the person you go to when you need an ear- not a teacher

Summing it Up

- What works for coaches in the elementary will work for coaches in the Middle School
- Do it right- Be trained- Be sure you have training in place before placing a coach
- Research, Reflect and Respect
- Focus



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Thank you!