

Becoming a Literacy Coach!

Karen V. James
University of Arkansas at Little Rock
Center for Literacy

Realities of Coaching

- Tightrope
 - Balancing teachers, administration, district
 - Expectations, pressure and politics
 - To Facilitate change
 - And create miracles
 - Over night...



A Literacy Coach's role

- Increase the effectiveness of instructional practice and decision making of educators in order to change the climate of a school to such a degree as to influence student achievement
- The goal of coaching is to create lasting changes in the climate of the school and the teachers' approach to and thinking about teaching – not necessarily the tool
- Coaches reach their goal through a combination of job-embedded modeling, observation, dialogue, guided reflection and professional development.

So now you're starting this coaching role...

- Where do you start?
- What do you do?

You can't build a reputation on what you're going to do.

Henry Ford

Oftentimes, coaches are expected to

- Remediate poor teachers
- Are "put" with ineffective teachers to "fix" them
- Used as administrative assistants

Shared Expectations with Administration

- Where are you headed?
- What is expected?

What do you spend your time doing?

- Where are you?
- Who sees you?
- Who is benefitting from your role?
- How much time are you in classrooms?
Working with students and teachers?
Administrative duties?

To facilitate lasting change, literacy coaches must

- Work collaboratively with administration and classroom teachers – serving as neither – but as and advocate and liaison for both.
- Spend vast amounts of time within classrooms without owning a classroom
- Envision multiple classroom opportunities and possibilities – and choosing battles very carefully
- Provide sufficient pressure to facilitate the need for change while adequate support to enable the change to occur
- Balance personalities, tensions, mandates and pressure...

From the teacher's perspective

- Being seen
- What is your role?
- What do you “do”?
- Who do you work with?

4 C's of Effective Coaching

- Collaboration
- Communication
- Consistency
- Clarity of Vision

How I started my coaching

- Two classrooms to spend time in for sustained coaching
- “Making the Rounds”
 - Noticing student behaviors
 - Volunteering to assist the teacher
 - Leaving supportive notes
 - Building a rapport to pull into team meetings

Constructive and Productive Coaching

- Is carefully designed
- For unique teachers
- With unique talents
- Who are highly invested in their students and teaching
- By an observant, reflective and responsive teacher who works alongside.

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Getting and staying started

- Find common ground (where possible)
- Highlight what's going well
- Select coaching moments and focus for coaching carefully
- Keep in mind that you are coaching people – and utilizing the tools

Big First Steps

- Take stock of your environment
- Build on strengths
- Link resources
- Build in Reflection
- Focus on the influence of instruction on student achievement
- Professional Development

Promoting Collaboration

- Could it be?
- I'm wondering...
- What if...
- Talk to me about...

Looking ahead

- What is your role?
- What is the vision for your role?
- How are you perceived by teachers?
- Where do you spend your time?