

## Literacy Coaching: Changes over Time for Systemic School Improvement

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### ***Practices for Building Successful Schools***

1. Develop common beliefs and philosophy as a school-wide effort
  - Professional learning community
  - High expectations for student success
  - Effective literacy practices
2. Set goals for teacher growth, student growth, administrative growth
  - Plan for improvement
  - Use assessment information to guide decisions
3. Create interventions for struggling learners
4. Conduct extensive and effective professional development
  - Coaching
  - Peer observation
  - Reflection
5. Involve home and community in schools
6. Engage teachers and administrators in school leadership
7. Gain central office and school administration support
8. Use standards for instruction
9. Implement effective classroom management practices
10. Use instructional time effectively

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## Chicago Research

- Strong leadership: Principals are "strategic, focused on instruction, and inclusive of others in their work";
- A welcoming attitude toward parents with formation of connections with the community;
- Professional capacity building through developing the quality of the teaching staff, teachers' belief that schools can change, and participation in effective professional development with collaborative work;
- A learning climate that is safe, welcoming, stimulating, and nurturing to all students; and
- Strong instructional guidance and materials.

Bryk, et. al., 2010 as cited in *Education Week*, 2010

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### The Dynamics of Energy

<p><b><u>High Negative</u></b></p> <ul style="list-style-type: none"> <li>Angry</li> <li>Fearful</li> <li>Anxious</li> <li>Defensive</li> <li>Resentful</li> </ul>	<p><b><u>High Positive</u></b></p> <ul style="list-style-type: none"> <li>Invigorated</li> <li>Confident</li> <li>Challenged</li> <li>Joyful</li> <li>Connected</li> </ul>
<p><b><u>Low Negative</u></b></p> <ul style="list-style-type: none"> <li>Depressed</li> <li>Exhausted</li> <li>Burned Out</li> <li>Hopeless</li> <li>Defeated</li> </ul>	<p><b><u>Low Positive</u></b></p> <ul style="list-style-type: none"> <li>Relaxed</li> <li>Mellow</li> <li>Peaceful</li> <li>Tranquil</li> <li>Serene</li> </ul>

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### TRUST

- o Lack of trust is a powerful resister
- o Trust is the force that binds people together
- o Find the trust relationships and develop them
- o The outcome of trust are networks of support
- o Know and use networks within the school and across schools and districts

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### Re-focusing energies

- **Analyzing data for decision-making**
  - **Setting benchmarks for student achievement**
  - **Time to review data and plan collaboratively**
  - **Continuous discussions about data and instructional planning based on that data**

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- ● |
- **Setting administrative expectations**
  - Collaborative process with coach and administrator
  - Collaborative process with coach and teachers
- **Clarifying accountability**
  - Articulating expectations
  - Setting clear goals for teachers, coaches, and administrators

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- ● | **Shifting coaching**
- Understanding teachers levels of use and stages of concern (Concerns-based Adoption Model--CBAM)
- Following a reflective inquiry process (action research)
- Understanding the whys of revisions and changes

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Stage of Concern	Expression of Concern
6. Refocusing	I have some ideas about something that would work even better.
5. Collaboration	How can I relate what I am doing to what others are doing?
4. Consequence	How is my use affecting learners? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting materials ready.
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it.
0. Awareness	I am not concerned about it.

Hend, Reardon, Huling-Austin, & Hall, 1987

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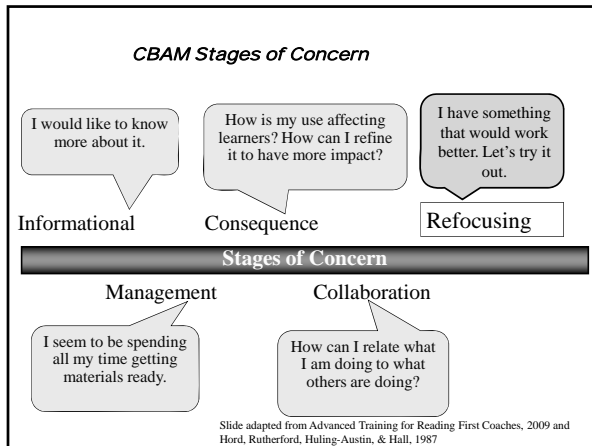
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Levels of Use	Behavioral Indicators of Level
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. Refinement	The user is making changes to increase outcomes.
IVA. Routine	The user is making few or no changes and has an established pattern of use.
III. Mechanical	The user is making changes to better organize use of the innovation.
II. Preparation	The user has definite plans to begin using the innovation.
0I. Orientation	The user is taking the initiative to learn more about the innovation.
0. Non-Use	The user has no interest, is taking no action.

Hord, Rutherford, Huling-Austin, & Hall, 1987

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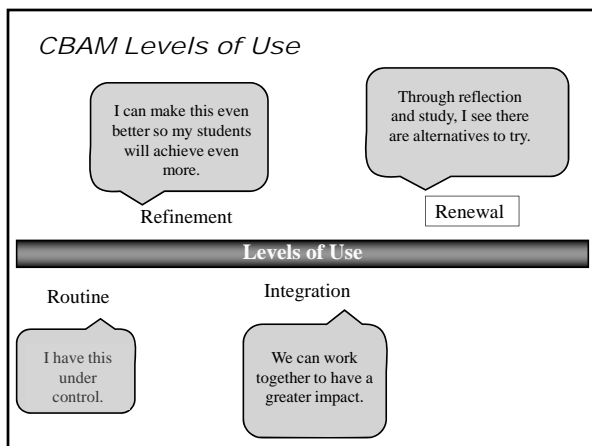
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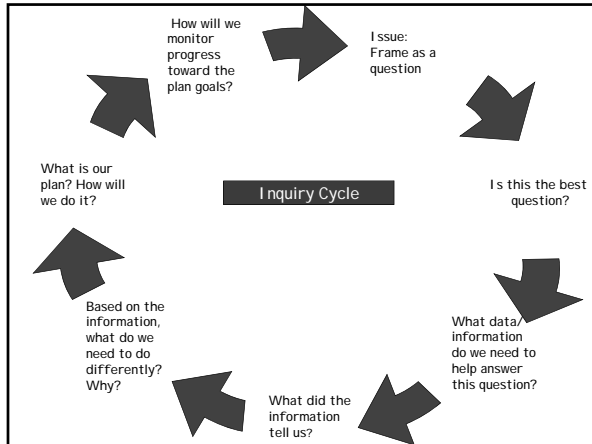
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● ● |

- How do you see CBAM intersecting with an inquiry cycle?
- What does that mean to you in your work?

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● ● | **Planning next steps**

- Talk to someone next to you. What is your situation and what are you thinking about now?
- Where do you go from here?
- Share

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Teaching children to read and providing them with something worthwhile to read is not a job for the faint of heart in this world. But I'll keep at it, and I won't be alone. You'll come too. We're fortunate, you know. Too many people in this world spend their lives doing work that doesn't really matter in the great scheme of things, but bringing children and books together does matter. And we get to do it.

Katherine Paterson, 1999

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## Resources

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