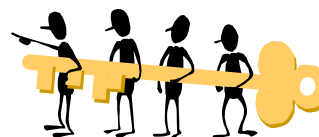


Reading Coach/Literacy Consultant Keys to Success



Set Goals



Collaborate



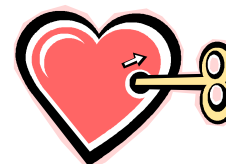
Continue to Learn



Stay Organized



Model Lessons



Love What You Do

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International Reading Association Conference 2003

Helpful Hints for Getting Started

Literacy Timeline-Start with a manageable group that you will focus on each year. Focus on K-1 the first year, 2-3 the second year and 4-5 the third year.(or something similar)

Set Goals-what do you want to accomplish for the year? Write out your goals and refer to them often.

Discussion Groups-Set up a group called “Conversations” to discuss what is working and what is not-make it weekly and have it last for about 20-25 minutes-talk in a “roundtable” discussion (Regie Routman will not even agree to come back to a school for a visit if there is no discussion happening at the school)

Professional Book Studies-Consider purchasing several of the same books for your teachers to complete a professional book study. It can be as formal or informal as you would like. You may want to have each teacher read the assigned chapters each week and then meet at a local restaurant after school on Fridays to discuss the book.

Meetings- Have weekly meetings or at least try to network with other literacy consultants as often as possible.

Designate time to work-work out a schedule so that you have time to look at catalogs for ordering new books, write grants, level books, organize the book room, etc.

1. Keep a list of everything you do for one week.
2. At the end of the week prioritize the list.
3. Try to write out a daily schedule to make time do things that need to be done.

PDA-consider using this activity with teachers at the beginning of a professional development session to help them think about ways to solve some problems they are having in their classroom.

Think of a problem that you are currently having in your job...write it down on a piece of paper

Choose a partner that is sitting close by (not a group of three)

Decide who will be person “A” and who will be person “B”

-Allow 1 minute for Person “A” tells person “B” their problem and person “B” can only listen.

-Allow 1 minute for person “B” to ask questions of person “A”.

Person “B” now gets 1 minute to give them some suggestions for how to solve their problem.

(Switch and allow person “B” to share his/her problem and continue the exercise.)

Make and Take-Help your teachers by having a “make-and- take” activity set up somewhere in a “work room.” Teachers can come and make one center activity a week. Write a grant or have your PTO help fund this so that all needed materials are right there to make the center activity. Use the book *Primary Literacy Centers* for ideas for these centers.

Professional Development-Hold several professional development sessions at various times so that all teachers are able to attend something either before school, after school, summer institutes. Send out a questionnaire to see what teacher feel like they need in the way of Prof. Dev. And what time might work best for them.

When you plan professional development remember teachers have different motivators to attend. Try to include as many as possible to attract as many teachers as possible.

1. Relevant information that will help the teacher grow professionally
2. FREE STUFF
3. Continuing Educational Units
4. FREE STUFF
5. Professional Books
6. FREE STUFF
7. College Credit
8. FREE STUFF (check out the local dollar store)

Model Lessons- One of the best ways for teachers to learn is to see for themselves with their own students. Have a sign up sheet in your office for teachers to sign up for a time they want to see you do an interactive lesson with their students.

Bring in a trainer to model a lesson and try to get roving substitutes for the other classes so that one class is the model class and for example, all of the 4th and 5th grade teachers come to see the lesson. Afterwards, they go to a room for a quick debriefing/question session.

Most important...Be a good listener. Find out what teachers need and want so you can try to help make their job easier. Do what you can to build trust so that the relationship between you and your teachers is a positive one.

Making Effective Presentations

- Design presentations with the audience in mind.
- Have materials and ideas organized so that the presentation goes forward smoothly and quickly without wasting time.
- Keep presentations brief, and intersperse with discussion and interaction.
- If participants need information that, for efficiency, must be presented rather than discovered, be honest about what you are doing and tell them how long it will take them; then invite interaction.
- **Make sure visual aids are clear and readable.**
- As you present, stand beside the overhead projector and point to material on the wall or screen; touching the transparency makes the print move around on the screen.
- Show the entire transparency at once rather than trying to reveal a point at a time; if you must indicate places on the overhead either point to the screen or lay a pencil on the transparency.
- Be relaxed and conversational.
- Use humor when possible but avoid being flippant. In other words, it's always all right to laugh at yourself, but not at someone else.
- Try to communicate like you are talking *with*, not *at* the people in the group.
- As much as possible, use real examples from real classrooms rather than hypothetical situations, set of directions, or lists of "shoulds."
- Don't overuse quotes or long lists of theoretical ideas without concrete examples.
- Be sure your transparencies have print that is large enough to read; if you have a page of small print, summarize the points orally instead of projecting the page.
- Be sure your information is up to date.

Systems for Change. Carol Lyons, and Gay Su Pinnell, 2001

Quotes to use in Professional Development Sessions

**"I am only one; but still I am one
I cannot do everything; but still I can do something.
I will not refuse to do the something I can do."
-Helen Keller**

"Professional Development takes enormous amounts of energy and time...Manufacturers spend a great deal of time training their workers, computer systems engineers spend a large proportion of their time updating their skills. Teaching is as demanding and complex a profession as any other and influences our children's lives. It is important to make the effort."

Systems for Change, Carol Lyons and Gay Su Pinnell, 2001

If you leave out the "to" ... you are leaving out the modeling.
If you leave out the "with" ... you are leaving out the teaching.
If you leave out the "by" ... you are leaving out the practice.

Reading to, with, and by Children, Margaret Mooney

"Children cannot Learn from books that are not at their instructional level-
if it is too easy...they are not learning, if it is too hard...they are not learning...
it is a waste of time."

Dr. Leslie Mandel Morrow

Indiana Literacy Conference, 2003

"A Program can move a student up to 3 points higher on a
standardized test..."

An effective teacher can move a student 15 points."

-Margaret Mooney, IRA May 1999

**"If we want our students to be excited about literacy,
they need to have teachers who love coming to work,
who are literacy learners themselves,
who find ways to make curriculum relevant to children's lives,
and who can put high stakes testing in perspective."**

Reading Essentials. Regie Routman, 2002

Read me a book today, and I learn a little more,
I feel new emotions, and think a bit more deeply.
Teach me to read today, and you give me a lifetime
of tomorrows in which I can read, and learn,
and feel, and think for myself."

-unknown

“Quotes” to Coach by

“Act as if what you do makes a difference...it does!”
-William James

“Wherever you go, go with all your heart.”
-Confucius

“Life can only be understood backwards: But it must be lived forward.”
-Soren Kiekegard

“Use what you possess:
The woods would be very silent if no birds sang except those who sang best.”
-Henry VanDyke

The teacher who takes the time and has the
patience to connect with a troubled child is never forgotten.
For every former student who
returns to say “thank you,” there
are 100 who have said “thanks” in their hearts.
We must give to every will to live,
the same reverence for life that we give to our own.
-Albert Schweitzer

“To live for some future goal is shallow.
It’s the sides of the mountain that sustain life, not the top.”
-Robert Prang

“Be who you are and say what you feel,
Because those who matter don’t mind and those who mind don’t matter.”
-Dr. Seuss

“If you’re not drawing any “critical fire” you’re probably not
doing enough to make any impact at all.”
-John A. Jones

“Experience enables you to recognize a mistake when you make it again”
-Franklin P. Jones

“Character cannot be developed in ease and quiet.
Only through experience of trial and suffering can the soul be strengthened,
ambition inspired, and success achieved.”
-Helen Keller

K-2 Teacher Reading Survey

Please complete the following survey. This information will be used to plan future professional development.

Circle the number which best describes your level of comfort with that topic.

- 1= This is new to me!
- 2= I've heard about it, haven't tried it.
- 3= I've tried this, want more practice.
- 4= I do this consistently in my own classroom.
- 5= I am very comfortable and can coach others on this.

ASSESSMENT

Taking a Running Record	1 2 3 4 5
Analyzing a Running Record	1 2 3 4 5
Administering Concepts About Print	1 2 3 4 5
Administering Letter I D	1 2 3 4 5
Rating Fluency	1 2 3 4 5
Assessing Comprehension	1 2 3 4 5
Administering the DRA	1 2 3 4 5

List other areas of assessment for which you would like to receive additional training.

GUIDED READING

Matching Books with Readers	1 2 3 4 5
Using Leveled Text	1 2 3 4 5
Understanding Different Leveling Systems	1 2 3 4 5
Teaching Emergent Readers (K)	1 2 3 4 5
Teaching Early Readers (1 st)	1 2 3 4 5
Teaching Developing Readers (2 nd)	1 2 3 4 5
Using Strategy Talk	1 2 3 4 5
Selecting Appropriate Teaching Points	1 2 3 4 5
Working with Struggling Readers	1 2 3 4 5
Using the Intensive Guided Reading Model	1 2 3 4 5
Managing the Class during Guided Reading	1 2 3 4 5
Planning meaningful Literacy Centers	1 2 3 4 5

List any other areas of guided reading for which you would like to receive additional training.

READERS WORKSHOP

Managing to fit it "all" into my day	1 2 3 4 5
"Doing" the word wall	1 2 3 4 5
Phonemic Awareness	1 2 3 4 5
Phonics and Word Study	1 2 3 4 5

List any other areas of Readers Workshop Model for which you would like to receive additional training.

Name: _____ Grade: _____

K - 2 Teachers:

In an effort to keep this year's training tailored to your needs, I have listed below some training possibilities for your consideration. Please review the list below and check off any and all areas that may be of interest to you. Thanks!

I am interested in the following:

Model lessons (with coaching)

- _____ read alouds/think alouds
- _____ shared reading
- _____ guided reading
- _____ intensive guided reading
- _____ administration of DRA
- _____ modeled writing
- _____ shared writing
- _____ interactive writing
- _____ conferencing with writers

Literacy Centers

- _____ setting up centers
- _____ making center activities
- _____ organizing/managing centers

Reading Instruction

- _____ assisting the struggling reader
- _____ daily running records
- _____ using DRA to plan instruction/matching text to reader
- _____ reader's workshop model
- _____ word wall activities/word work activities
- _____ story maps/comprehension activities
- _____ questioning techniques
- _____ book studies

Areas checked can be addressed during the coaching sessions scheduled each week or on an as need basis.

Please list below any areas I may have missed:

Thanks again for your time and input. I'm really looking forward to working with you this year.

Name _____

Grade _____

Demo Lesson Feedback Form

Coach role _____ Teacher role _____
Grade _____ Date _____

How did this model lesson help you?

What did you see that you liked?

What piece(s) would you use in your classroom?

What would you change/modify?

What piece(s) of this lesson still need further clarification?

Where would you go next and how can I support you in the future?



LITERACY GROUPS' GOALS FOR 2002-03

1. Support teachers in implementing the literacy initiative:
 - priority – assist grade two teachers with guided reading and balanced literacy
 - model guided reading in classrooms
 - coach K-2 teachers in guided reading
 - assist 3-5 teachers who are starting guided reading
 - facilitate teacher to teacher visits for observation and sharing

2. Provide inservice for kindergarten through grade five staff
 - kindergarten — interactive writing and shared reading
 - grade one — guided reading, flexible grouping, and interactive writing
 - grade two — guided reading, classroom management (visit colleagues' classrooms)
 - grades three through five — comprehension, **CRISS (Creating Independence through Student-owned Strategies)**
 - develop **S.T.O.R.Y.**, etc.

3. Organize the book room in each building
 - level books (Pegasus, Wright Group, Little Brown, etc.)

4. Maintain professional development of literacy consultants and reading teachers
 - Reading Recovery Conference in February
 - Fountas & Pinnell conference for grades 3-6
 - sharing of professional books
 - other opportunities for professional development
 - regular meetings for the literacy group

5. Create a history of the literacy initiative
 - document progress through PowerPoint, video, pictures

6. Facilitate communication related to the literacy initiative:
 - with and between teachers, administrators, parents, and the community
 - launch a website for literacy
 - write a literacy column in monthly newsletter
 - work with LEF to include literacy news in the **Reporter** once per month