

# **Literacy Coaching Vision for Downers Grove North High School**

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## **WHAT DO WE WANT TO SEE TEACHERS DOING AND THINKING ABOUT?**

- Teaching, utilizing, and thinking about the Reading Process
  - Before, during, after (all with emphasis on metacognition)
    - Activating background knowledge, setting a purpose, reading actively, taking notes, summarizing, reviewing and making connections, reflecting, discussing, writing, etc.
- Teaching strategies to aid the reading process, always asking themselves and the students why they are using the strategy, monitoring the effectiveness, and teaching for independence (scaffolding, etc).

## **WHAT WILL COACHING LOOK LIKE?**

- Cathy Toll “Listen and Learn” Model
  - Teachers begin by choosing an area of instruction to implement. Individual coaching sessions will begin with the question: “When you think about your class, what gets in the way of your students’ reading and writing?”
  - We also coach/assist liaisons to prepare to work within their departments.
- Conferencing stages
  - With their coach, teachers set goals and go through the following process:
    - Planning and Goal Setting
    - Research and Collaboration
    - Demonstration/Trial/Co-teaching
    - Reflection and Moving Forward
- Literacy Liaisons
  - The liaisons are divided amongst the three coaches, so that contractually our time is evenly split.
  - We conference with each teacher once a week.
  - We hold four whole group trainings throughout the year - one per quarter. Meetings build a team and foster collegiality.

## **HOW WILL TEACHERS COLLECT DATA? (i.e., How do we know it is working?)**

- Survey – Pre/post informal survey for teachers/students
- Journals
- Anecdotal notes and logs
- Student work/behavior (book selections, interactions, in process reading, etc.)
- Lesson plans that reflect an increase in reading, reading process, research-based instruction, and/or reading-based lessons

# ***An In-depth Look at the Individual Coaching Session***

We have adopted Cathy Toll's coaching model; it includes the following four stages:

1. Planning/Goal Setting
2. Research/Collaboration
3. Implementation
4. Reflection/Moving Forward

## **Stage One: Planning/Goal Setting**

- Includes the initial question:
  - “When you think about \_\_\_\_\_, what gets in the way?”
  - ex.: “When you think about the understanding you want your students to have when they read and write about geometry, what gets in the way?”
- Ask the teacher to describe, in depth, what s/he sees as the problem and why. The literacy coach offers very little here other than listening, taking notes, and asking probing questions like, “What does it look like?” and “What have you tried?”
- The coach and teacher will explore solutions.

## **Stage Two: Research/Collaboration**

- Here, teacher and coach will observe and talk with other teachers, look at book and internet resources and work together to formally create a plan of action. This stage includes a specific breakdown of what will be done in the classroom and the role data will play in this plan's success.
- Data will be discussed in detail in this stage. The teacher needs to decide what data s/he can feasibly collect in order to measure the success of his/her plan. Options may include student conferences, state test results, writing samples, journals, class assignments, or other assessments.

## **Stage Three: Implementation**

- In this stage, the teacher will implement the plan for achieving his/her goal.
- This stage may include teacher trial lessons, co-teaching, or the coach modeling.
- Data should be collected for analysis.

## **Stage Four: Reflection/Moving Forward**

- Evaluate the plan through data. \*
- Take action based on the success of this plan.
- Move in a new direction or continue tweaking the plan with new research and new implementation strategies.

\* All stages will include attention to data and a focus on the challenges that may arise throughout this process. Once a goal has been met, the teacher and coach will look at assignments and test scores to try and compile concrete data to measure the instruction's effectiveness.

# **LITERACY LIAISON WHOLE GROUP TRAINING:**

## Proposed Whole Group Agendas

### **Quarterly Trainings (2-3 hour minimum)**

#### **Possible Agenda Items**

*Note: We do not do ALL these things at EVERY meeting, but different meetings tackle different topics. We often start out the year with a heavy focus on the book discussion, then move to a more group-facilitated discussion and work-time format later in the year.*

- **Book Study Discussion**
  - We want to be “Teachers as Readers” – it is important that we are readers of reading-based topics and that we want to build capacity! For the last two years, we have read Cris Tovani’s *Do I Really Have to Teach Reading?*
- **Looking at Data**
  - As teachers delve into the connections between literacy and their classrooms, they will bring data to share and discuss. During these meetings, the coaches focus on making teachers more aware of data and how to use it to promote student learning.
- **Group Discussion**
  - We’ve discussed numerous topics: defining literacy, reading-based lessons, bringing work into different departments, and utilizing specific strategies in the classroom.
- **Reading and Strategy Instruction**
  - We continue to expand our common language and learn new/old ideas to try to implement and share with departments.
- **Begin Working on Lesson/Department Share**
  - We provide time for liaisons to begin creating lessons for self or department or time to collaborate and talk with each other.
- **Closure and Exit Slips**
  - Every meeting ends with an exit slip. This allows the liaisons a chance to give the coaches feedback on what works and what doesn’t. We emphasize that we want this committee to be helpful to them; their input helps to make that true.