

National-Louis University Literacy Coaching Model

1/31/07

Desired Outcomes of Coaching	Role of the Coach	Essential Knowledge for Coaches	Essential Literacy Practices for Coaches to Support
<p><u>Instructional outcomes for consistent student achievement:</u></p> <ul style="list-style-type: none"> • rich literacy environments in school and classroom • well-organized and managed literacy curriculum and instruction in school and classrooms • effective assessments and use of assessment data • differentiation of instruction • problem-solving approaches • improved student achievement 	<p><u>For instructional outcomes, the coach's role:</u></p> <ul style="list-style-type: none"> • helps develop rich literacy environments at a building and classroom level • helps develop, maintain, and manage well-organized literacy curriculum and instruction at school and classroom levels • helps develop, maintain, interpret, and <i>use</i> assessments and assessment data • supports differentiated instruction • demonstrates, observes and/or team teaches, guides, and problem solves in classrooms with teachers and students • stays connected to students and student learning by maintaining some direct interactions with students 	<p><u>Essential instructional knowledge includes:</u></p> <ul style="list-style-type: none"> • conducive climates for literacy learning • how readers and writers develop • the nature and structure of developmental reading programs • the nature of sequenced, cohesive, and balanced literacy curriculum • methods of instruction, and differentiation • organization of literacy materials at classroom and school level • appropriate formative and summative assessments • instructional problem-solving strategies 	<p><u>For instructional outcomes, the coach supports:</u></p> <ul style="list-style-type: none"> • flexible grouping to differentiate (i.e., small, whole, individual) • implementation of instructional strategies for writing, vocabulary development, comprehension, independent-level reading, word study, inquiry learning, literature circles, guided reading, and read-alouds • administration and interpretation of assessments for planning, instruction, problem-solving, and progress monitoring • the intelligent and selective use of published materials and other instructional resources
<p><u>Professional development outcomes for continuous teacher growth:</u></p> <ul style="list-style-type: none"> • directed and organized professional development in literacy for teachers and administrators • professional communities of educators who engage in reflective practices and who problem solve around literacy • improved student achievement 	<p><u>For professional development, the coach:</u></p> <ul style="list-style-type: none"> • initiates, directs, and organizes literacy professional development for teachers and administrators • develops personal and professional resources to promote self-analysis • helps establish professional communities who reflect and problem-solve around literacy • acts as a resource for all members of the school community: students, teachers, administrators, parents, volunteers, and paraprofessionals • maintains a coaching schedule that is available and transparent to all staff 	<p><u>Essential professional development knowledge includes:</u></p> <ul style="list-style-type: none"> • forms of adult learning styles, modalities, and how to develop a professional voice • ways to encourage discussion • forms of professional collaboration • trust-building and problem-solving strategies • how to build collaborative learning communities • an understanding of self-inquiry and how to plan for one's own professional development 	<p><u>For professional development, the coach supports:</u></p> <ul style="list-style-type: none"> • differentiated professional development • study groups and book clubs • grade-level and building-level literacy team meetings • development and use of laboratory classrooms • opening and maintaining a literacy resource center • ongoing maintenance of a professional library • collecting local samples of best practice in the form of student work, videos, and resources • communication of professional development opportunities • networking and professional memberships
<p><u>Infrastructure outcomes for an effective school organization:</u></p> <ul style="list-style-type: none"> • structures for developing, maintaining and monitoring school literacy curriculum and practices • plans to support and sustain continuous improvement • regular, routine communication and problem-solving about literacy and literacy decisions with administrators, teachers, parents and district and state personnel • improved student achievement 	<p><u>To support infrastructure, the coach:</u></p> <ul style="list-style-type: none"> • works with principals and teachers to develop plans needed to support and sustain continuous improvement in literacy • works with principals and teachers to build structures that develop, maintain, and monitor literacy curriculum and practices • ensures effective, regular communication and problem-solving about literacy and literacy decisions with administrators, teachers, other school staff, parents, district, and state personnel • advocates for literacy in the school and community by spotlighting and celebrating achievement, innovations and growth 	<p><u>Essential infrastructure knowledge includes:</u></p> <ul style="list-style-type: none"> • knowledge of school-change models and sequences of change • knowledge of school-planning processes for literacy • ways to conduct a needs analysis • how to develop literacy curriculum • modes of communicating • an understanding of the power of motivation and engagement • how to implement backward and forward planning 	<p><u>For infrastructure outcomes, the coach supports:</u></p> <ul style="list-style-type: none"> • the assessment of school literacy needs and the evaluation of progress • development of a school plan for literacy • integration of district mandates with local needs • development of a model to sustain literacy growth • routinely scheduled meetings with administration, teachers, grade levels, etc. • organization of district and local assessment for analysis and effective use • maintaining all building literacy records to facilitate future actions • evaluating school literacy progress

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