

OTISS Summer Institute
Effective Interactions with a Coach
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Below is a List of Information School Needs to Provide to Literacy Coach (please prepare these things and place in a notebook or file folder prior to the first visit.

- Staff Names and Position – Years of experience
- Assessment Schedule
- Staff Meeting Schedule
- Team Meeting/Collaboration Schedule or Opportunities
- Staff Leaders and Responsibilities
- School-wide Daily Schedule – teacher schedules
- Calendar Year Schedule
- Special Event Schedule Including special assemblies and parent nights
- Building Map with Classrooms Identified
- Demographic Information
- District-wide Professional Development Plan (if there is one)
- Data System Usernames and Passwords

Other Needs:

An Opportunity to Meet all the Staff (Certified and Non-Certified) and Key Volunteers

Grade	Tier One Reading Block Time	Tier One Reading Curriculum Available	Tier One Reading Curriculum Used
Pre-K			
K			
1			
2			
3			

Grade	Intervention Time/Days	Intervention Curriculum/Resources Available	Intervention Curriculum/Resources Available	Interventionist /s
Pre-K				
K				
1				
2				
3				

Tutoring Before, During, or After School?

Who Provides	How Often?	Length of Time	Curriculum Resources	What Children

Data Collected and Used

RSA Screener: BOY MOY EOY

Name of Screener _____

Who Administers? _____

How is the data stored and collected?

How do teachers/administrators/interventionists use the data?

Other Literacy Assessments Used:

Name of Assessment	Grade Level	Who and How Administered?	Purpose of Assessment: Formative, Summative, Progress Monitoring? Skill Based?	How is data stored and collected?	How do teachers/administrators/interventionists use the data?

Professional Development:

District-wide/School-wide Literacy Professional Development Experienced in Past:

Teachers Who Are Uniquely Trained in Specific Programs: (please list teacher, grade/area and program).

What District-wide/School-wide Goals have been set that involve Literacy? What other initiatives or grants are happening in the school/district?

Coaching

Coaching is one service delivery model of professional development. It is the continuation of the PD into the class, to make it job embedded (as the ESSA definition states). Coaching is only as beneficial as the recipient makes it. For a coach to have an impact, it is necessary to ask questions, not be shy about learning, being transparent for both the coach and the person being coached

Mode	Expert to Group	Expert to Individual	Peer to Peer
Definition	Content is designed to be delivered to educators together based upon core concepts or shared needs.	Content is designed to be delivered to individual educators based upon demonstrated need.	Content is based upon observation of or engagement in dialogue with others in similar positions.
Examples	<ul style="list-style-type: none"> • Workshops • Classes (on-line or in person) • Lectures 	<ul style="list-style-type: none"> • Classroom Instructional Coaching • Feedback on Instruction • Demonstration / Classroom Modeling • Joint Planning 	<ul style="list-style-type: none"> • Professional learning communities • Co-observation

A Framework for Understanding the Complexities of Reading

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.

The Many Strands that are Woven into Skilled Reading

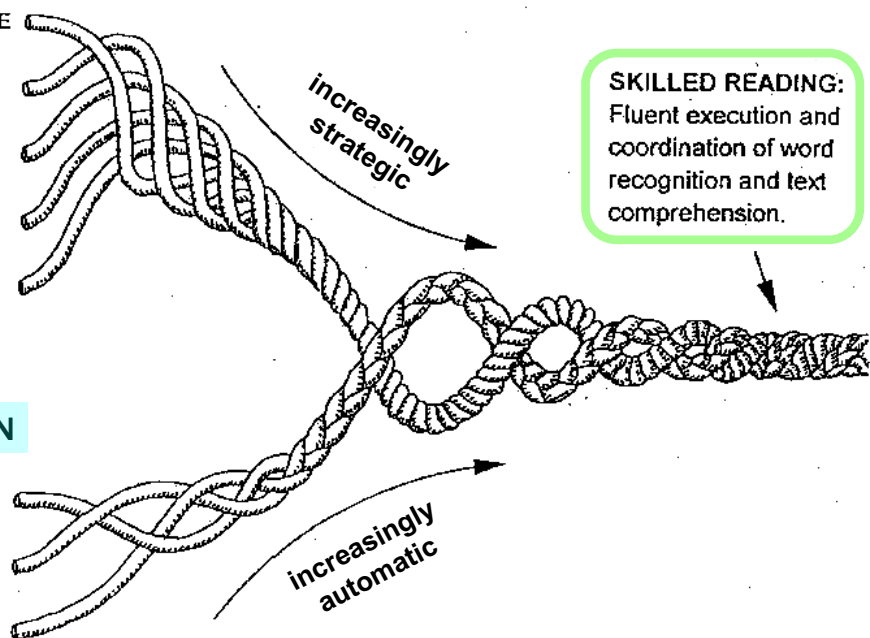
(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURES
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING (alphabetic principle,
spelling-sound correspondences)
SIGHT RECOGNITION
(of familiar words)

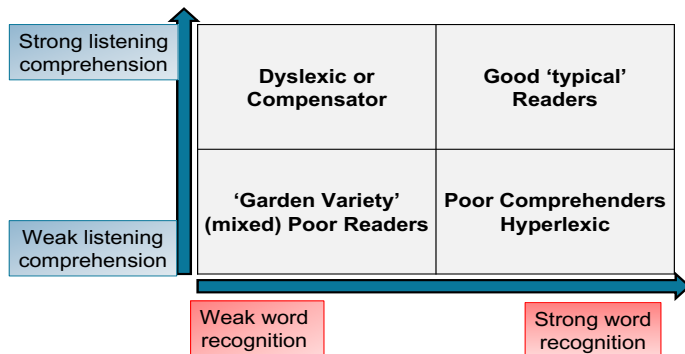


Weakness of any strand can disrupt reading.

Simple View of Reading:

Reading Comprehension = Decoding x Language Comprehension

Reader Types Predicted from the SVR



- Can you predict where your students will be at the beginning of the year?
- Do you have the data from the previous year? It will be very useful to help you plan the coming year.
- How do we know where students are at various intervals and how will we know they achieved the goals we set for them?

Changing Emphasis of the Big Ideas of Reading

Component	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds & Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

3-2-1 Exit ticket

Please use three sticky notes for this closing activity.

1. On one sticky note, write one question you still have about assessment.
2. On your second sticky note, write two things you did not understand.
3. On your third sticky note, write three things you have learned.