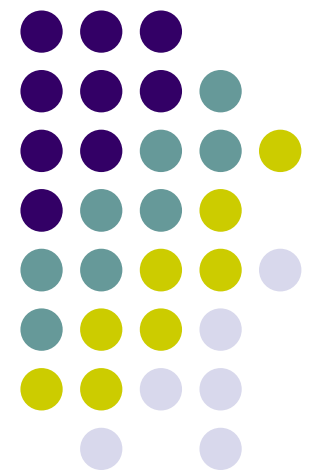
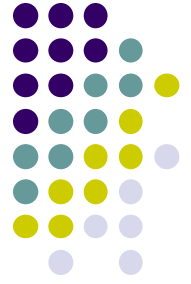


Developing Capacity through Coaching Cadres





The Players

- Connie Kolosey, Supervisor of Secondary Reading
- Pam Craig, FLaRE Coordinator
- Lela-Anne Carroll, Staff Developer
- Beth Anderson, Reading Coach

The Problem



- Professional isolation
- Need for “just in time” professional support



The Precedent

- District structure
 - History of Coaches
 - Role of Staff Developers
- FLaRE Coordinators
 - High needs schools only



The Process

- Meeting structure
 - Professional Development
 - Classroom visits
- Professional Development Texts
 - *Adolescent Literacy: Turning Promise in Practice*
Kylene Beers, Robert Probst, Linda Rief, Editors
 - *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*, Alfred Tatum



The Reading Supervisor Perspective



The FLaRE Coordinator Perspective



The Staff Developer Perspective



The Reading Coach Perspective

Benefits

- Survey Results



Email message from a new coach



“I just wanted to take a couple of minutes and thank you for the time you spent with all us ‘new coaches’ yesterday. It really meant a lot and was extremely helpful. I feel more confident and comfortable with my position now. It is nice to hear that we have all been through the same emotions and difficulties when starting out.”



Next Steps

- Plans for continuation and improvement
- Suggestions for future cadres
 - Continue:
 - Monthly Meetings
 - Professional Development via Book Studies
 - Goal Setting in regards to Reading Leadership Team