

# Knowledge and *Excellence* Yield Success: *KEYS* to Unlock Tiered Professional Development

Miami Dade County Public Schools  
Curriculum & Instruction  
Language Arts/Reading

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# Objectives

- This presentation will provide literacy leaders with an effective model for differentiating professional development of reading coaches in order to strengthen their role as the key for building capacity.
- Miami- Dade County Public Schools administrators will share how a tiered approach to differentiating professional development can be customized to individual schools' needs while ensuring consistency and fidelity of district and state expectations.
- Participants will leave with an understanding of how to replicate this effective framework by reflecting upon how it parallels their own needs.

# Historical Background of Reading Coaches

- **1930s** As supervisors who worked with teachers to improve the reading program
- **1940s-1980s** As specialists who worked exclusively with small groups of children experiencing difficulty in learning to read
- **1990s** As classroom teachers
- **2000s** As literacy leaders in the schools

Bean, 2004

# Definition of a Reading Coach

- A reading coach:
  - Provides the additional support for teachers to implement various programs or practices. Nowak, 2003
  - Provides professional development for teachers in schools. International Reading Association (IRA), 2004
  - Helps teachers to recognize what they know and can do, assists teachers as they strengthen their ability to make more effective use of what they know and do, and supports teachers as they learn more and do more. Toll, 2005

***Reading coaches in Miami-Dade County Public Schools (M-DCPS) are building-level coaches.***

# *Qualifications of a Reading Coach*

A reading coach should:

- Have successful teaching experiences of reading preferably at the level at which they are coaching (elementary, secondary)
- Have expertise in working with teachers to improve their practices
- Possess strong interpersonal skills
- Have in-depth knowledge of reading processes, acquisition, assessment, and instruction
- Be excellent presenters and group leaders
- Have the experience or preparation that enables them to model, observe, and provide feedback about instruction for classroom teachers.

# Strengths



## Reading Coaches :

- Are pivotal members of school based literacy leadership team
- Provide support to teachers in a variety of ways
- Collect, analyze, interpret, and report assessment data for the purposes of informing instruction
- Act as a bridge between District, Regional Centers, and school sites

***Reading coaches are the key to building capacity at the school level.***

# Reading Coaches in Miami-Dade County Public Schools



- School Year 2007 approximately **449** reading coaches K-12
- School Year 2005 approximately **216** reading coaches K-12
- School Year 2002 approximately **60** reading coaches K-12

# Challenges



## Building capacity with:

- Decreasing Funding
- Increasing Demands: Allocations
- Increasing Demands: Responsibilities
- Varied Expertise: Teachers and Coaches

# Changing the Way We “Do Business”



- Traditionally district staff:
  - Delivered professional development
  - Monitored implementation
  - Provided follow-up

“Some people see things as they are and ask 'why'? I see things as they have never been and ask 'why not'?”

George Bernard Shaw

# Shift in Paradigm



We developed a tiered approach which included:

- Professional Development
- Coordination of Services
- Levels of Support
- Networking
- Technology
- Accountability

# Differentiating Professional Development: “*What*”



- State Level:
  - Just Read, Florida! Conferences
  - Florida Literacy and Reading Excellence (FLaRE)
  - Florida Center for Reading Research (FCRR)
  - Literacy Essentials and Reading Network (LEaRN)
  - FRA
  - Reading First
- District Level:
  - Monthly meetings
  - *Summer Heat*
- Region Level:
  - PD specific to Region Center needs and goals

# Coach's Compact

## COMPACT FOR BUILDING CAPACITY OF THE READING COACH

Coach Name \_\_\_\_\_ Employee Number \_\_\_\_\_ Years as a Reading Coach \_\_\_\_\_ Certified or Endorsed \_\_\_\_\_

School Name \_\_\_\_\_ Work Location \_\_\_\_\_ Regional Center \_\_\_\_\_ PAC # \_\_\_\_\_  
Principal \_\_\_\_\_ Regional Center Curriculum Director \_\_\_\_\_

To build the capacity of the reading coach:

the **Division of Language Arts/Reading** will provide the Reading Coach with:

- bimonthly targeted professional development on foundation and coaching skills,
- a medium for networking with other coaches through a coaches' cadre,
- skills and strategies for making data-driven instructional decisions, and
- support for implementation of core and supplemental reading materials.

the **Regional Center and School Administrator** will monitor :

- the appropriate use of the coach's time as described in the K-12 CRRP,
- the reporting of the coach's activities on the PMRN, and,
- the onsite support of the implementation of the K-12 CRRP.

the **Reading Coach** will carry out the following K-12 CRRP requirements:

Responsibilities	Task	Percentage of Time
Providing Professional Development	Modeling lessons	60%
Coaching and conferencing	Planning lessons with teachers	
Assisting with administering student assessments	Reporting and analyzing data	30%
Attending bimonthly District sponsored professional development (knowledge building, coach conferences, networking)		10%
Managing reading materials/ Other		

### Meeting "Highly Qualified" Requirements

The reading coach must be certified in reading OR follow the District guidelines for obtaining Reading Endorsement as sponsored by the Office of Professional Development.

Coach Signature \_\_\_\_\_ Date \_\_\_\_\_

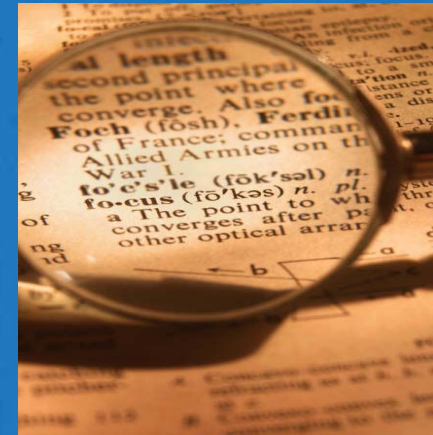
Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

District Administrator \_\_\_\_\_ Date \_\_\_\_\_

Note: In addition to the above, Reading Coaches funded through the Title I Program are also responsible for serving as a liaison for professional development in the area of Mathematics, Science and Writing.



# Professional Development of Coaches: “How”



## District

- Selected overall content yearly focus
- Selected overall coaching craft focus
- Increased frequency of the meetings
- Delivered differentiated professional development:
  - Beginners Track (new coaches): Two or less years of experience as a reading coach
  - Experienced Track (veteran coaches): Three or more years of experience as a reading coach

# Coordination of Services

- District Level:
  - Interdepartmental
  - Intradepartmental
- Region Level:
  - School-wide Instructional Review Teams
  - Implementation of the coaching model as defined in the K-12 Comprehensive Research-based Reading Plan (CRRP)
  - Targeted School Support



# Levels of Support

- **Focus schools:**

- Based on need
- Identified through a variety of sources or formulas
- Supported by Curriculum Support Specialists (CSS)



# Networking



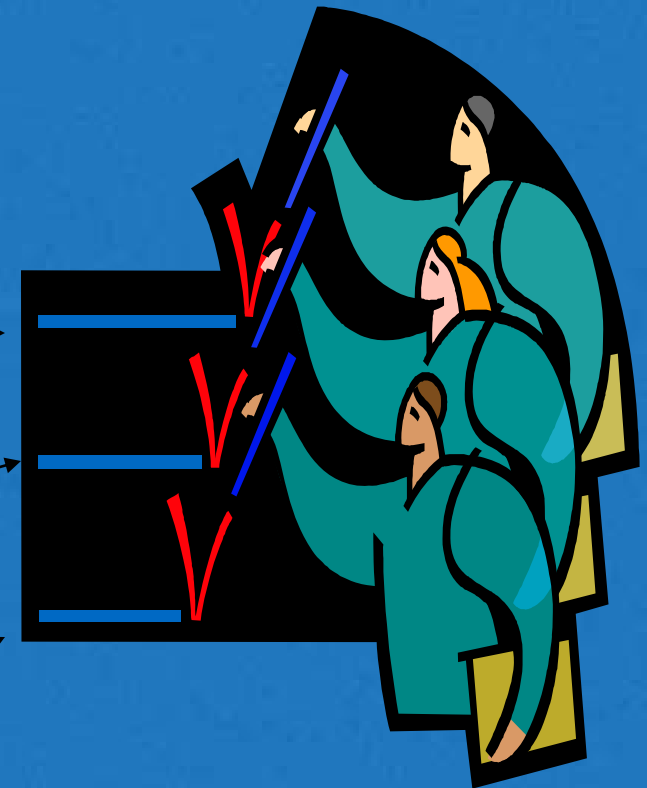
- Experienced coaches:
  - Share best practices at bi-monthly meetings
  - Provide feedback
- New Coaches :
  - Participate in mentoring visits

# Technology

- M-DCPS [www.dadeschools.net](http://www.dadeschools.net)
  - Web casts
  - Aligning Instruction and Assessments (AIA)
  - Learning Village
  - On-line discussion boards
  - <http://languageartsreading.dadeschools.net/>
- Florida Department of Education [www.fldoe.org](http://www.fldoe.org)
  - Just Read Florida! <http://www.justreadflorida.com/>
    - FCRR <http://www.fcrr.org/>
    - LEaRN <http://www.justreadflorida.com/LEaRN/>
    - FLaRE <http://flare.ucf.edu/>

# Accountability

- Progress Monitoring and Reporting Network (PMRN)
- Reading Coach's Compact
- Action Plans



# Making It Work For You

- Analyze data
- Identify focus topics or themes: content and craft based
- Divide your coaches into tracks according to level of expertise
- Use a variety of resources
- Collaborate with all stakeholders
- Tailor professional development and support



# Next Steps.....

- Survey current coaches:
  - PD history
  - Specific needs
- Design professional development that includes:
  - Standard PD
  - PD that is differentiated according to the needs



*“Coaching is a conversation, a dialogue, whereby the coach and the individual interact in a dynamic exchange to achieve goals, enhance performance and move the individual forward to greater success.”*

Zeus and Skiffington

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