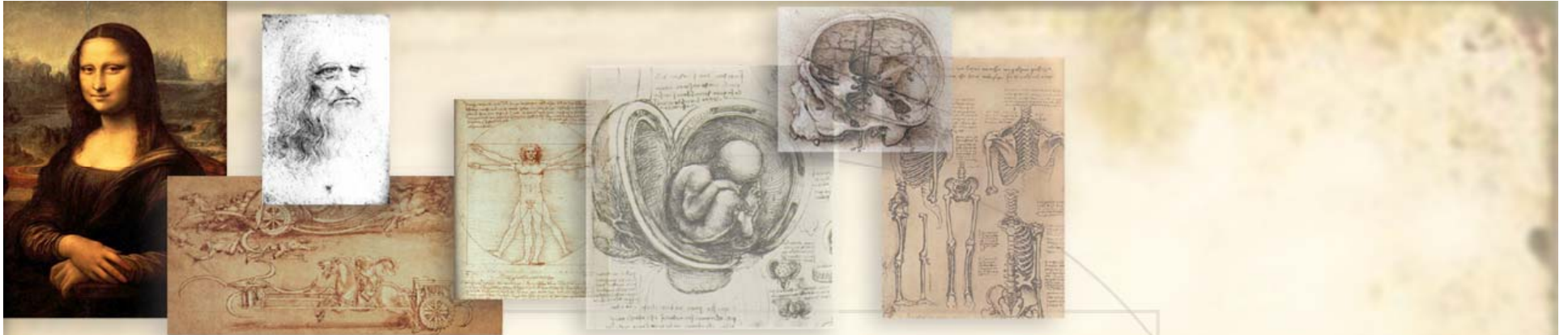


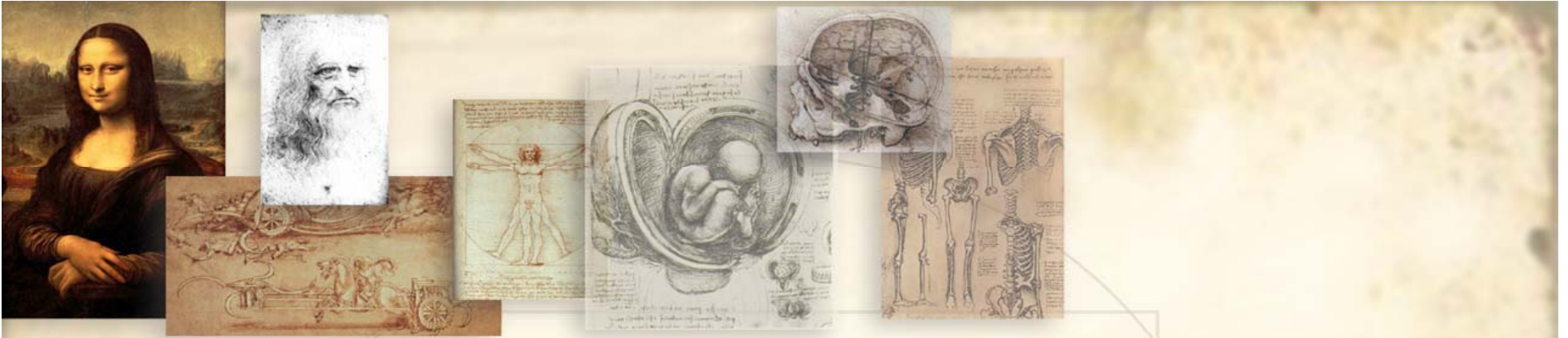
Now That We've Got
One, What Do We do?

St. Johns County
Secondary Schools



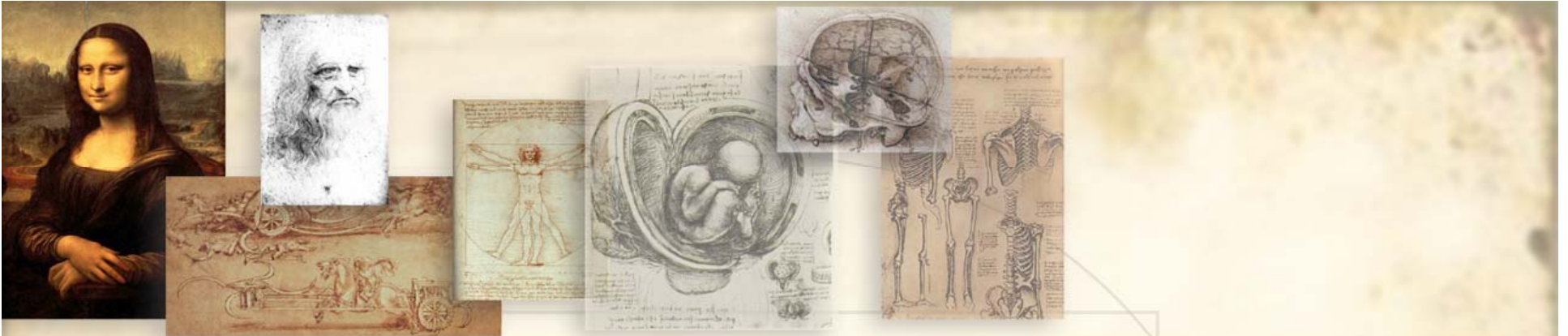
Who Are We?

- Beverly Gordon, Principal Gamble Rogers Middle School
- Gerald Lanford, Literacy Coach Gamble Rogers Middle School
- Beryl Rogers, Literacy Coach Pedro Menendez High School
- Linda Tuschinski, FLaRE Regional Coordinator



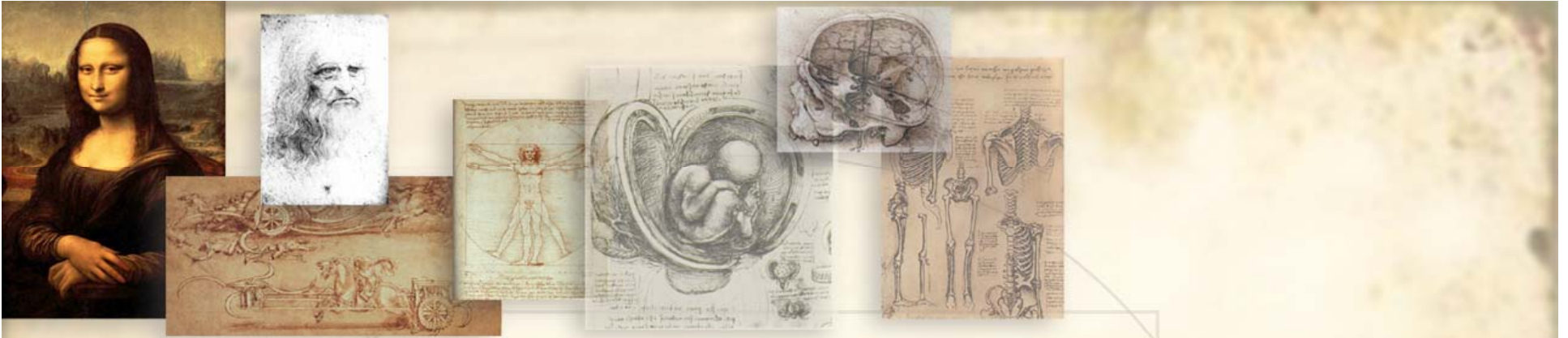
Forum Participants

- Clay Carmichael, Principal Menendez High School
- Shara Holt, District Language Arts & Reading Coordinator



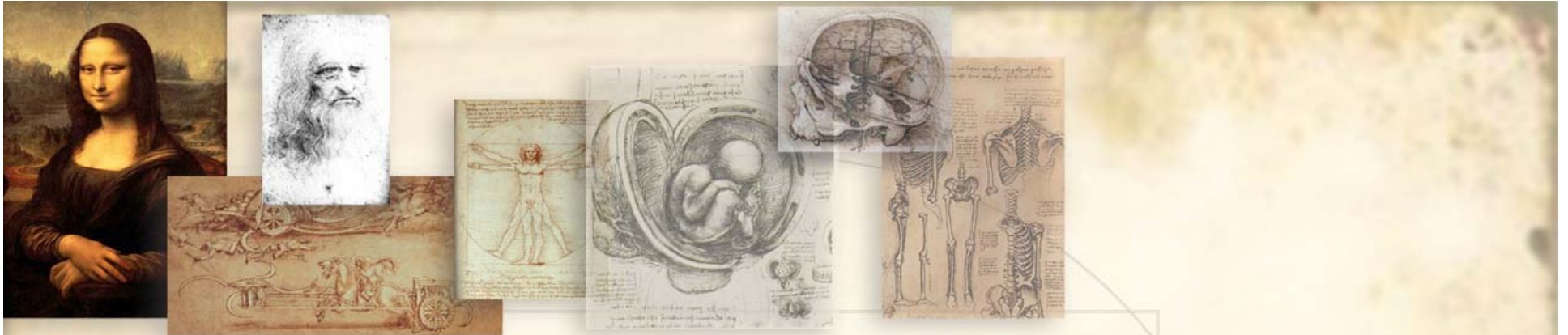
Who Are You?

- Fill in the index card with:
 - Name
 - Job Title
 - School
 - One question you have for the panel.



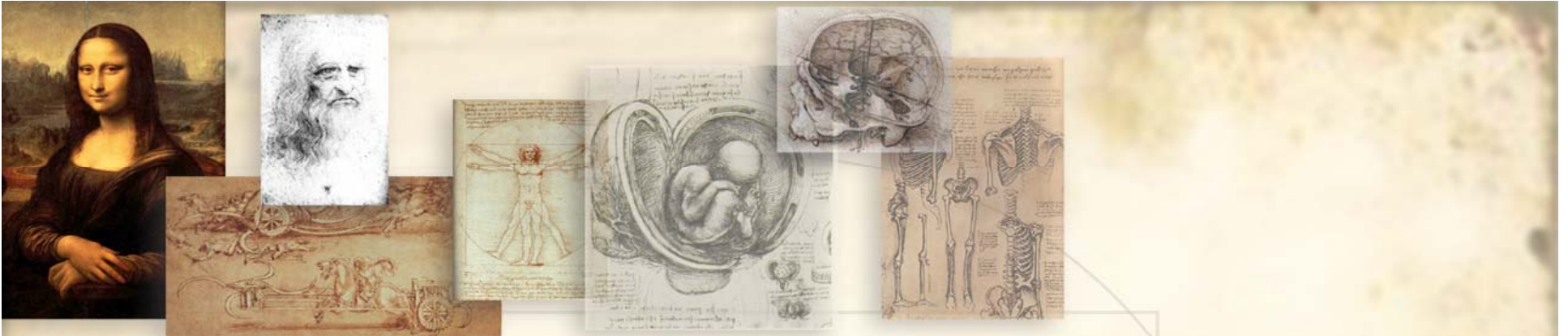
What is a Reading Coach?

- **The Just Read, Florida! office defines a reading coach as:**
 - A professional development liaison within the school to support, model and continuously improve instruction in the classroom so that it reflects the instructional principles derived from scientifically-based research in reading.



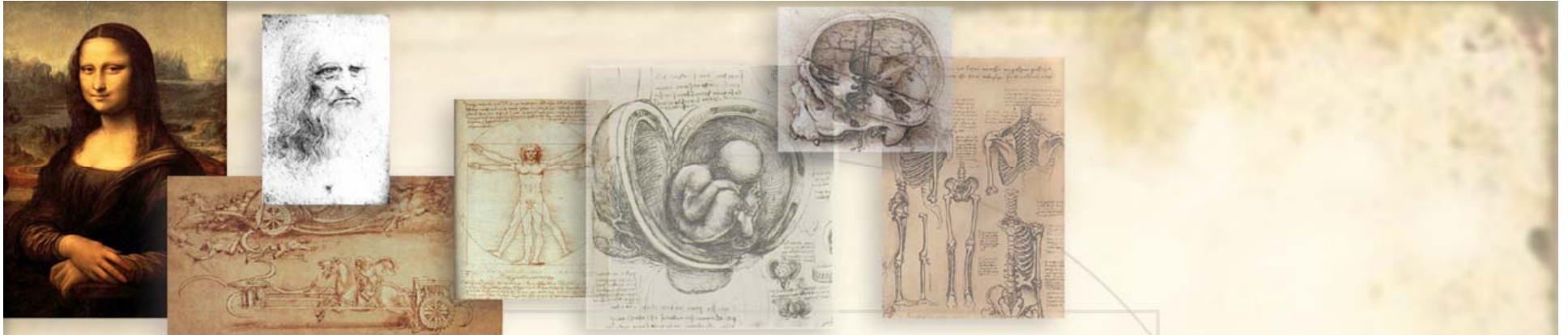
The Role of the Coach

- We are:
 - In-house staff development facilitators
 - Supporters of teachers and administrators
 - Resources for current literacy initiatives
 - Impartial listeners and observers
 - Colleagues
 - Literacy Leaders



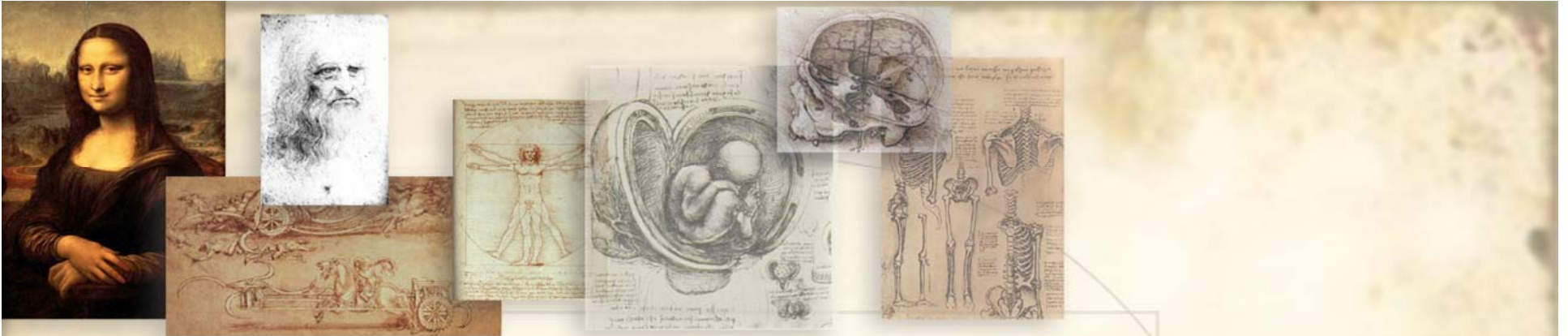
What We Are Not

- We are not:
 - Evaluators
 - Administrators
 - Data accountants
 - Substitutes
 - Informants
 - Testing administrators
 - Administrator of Reading Leadership Team



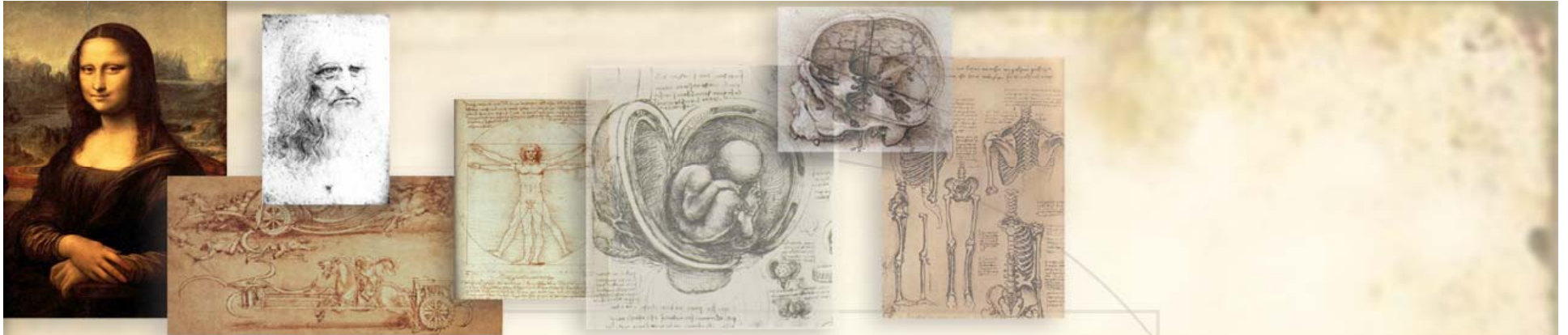
What We Do

- Present data to drive instruction
- Create professional learning communities
 - Survey school needs
- Model best practices
- Observe and provide constructive feedback
- Co-teach
- Coordinate assessments



What We Do (cont'd)

- Work with students in small groups
- Meet with parents
- Disseminate information on DOE initiatives
- Determine student needs and course placement.



How we do it

- One-on-one as a mentor teacher
- Small group student instruction
- Model whole class instruction
- Study groups
- Small or large group staff development



Implementation & Expectations

- Provide assistance to the administrators
- Develop relationships between coach, principal, faculty, and students
- Things to consider



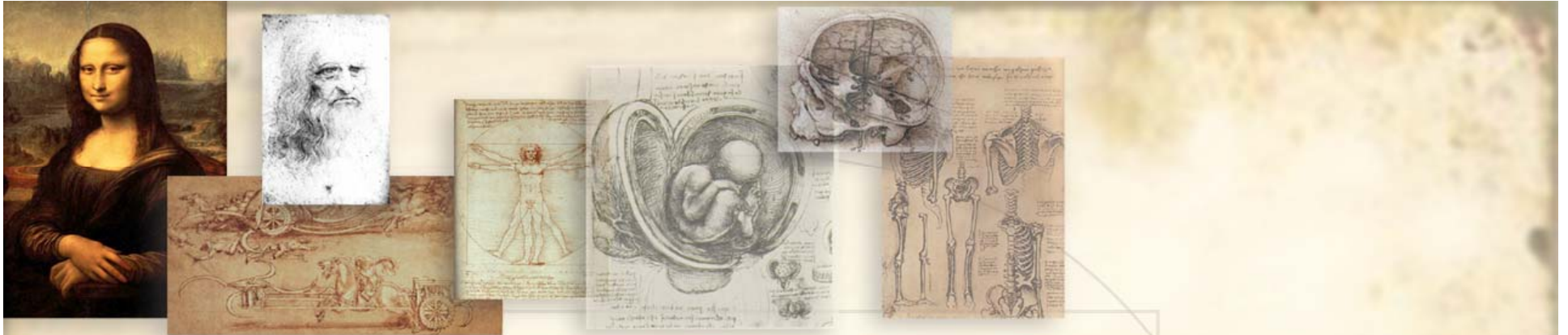
Provide assistance to the administrators

- Define the role of the reading coach that is specific to your school's needs
- Inform faculty of the administrators' expectations for the coach and their role in the school.
- Respect the confidentiality and trust between coach and faculty
- Create school schedule that provide time for teachers to work with coach



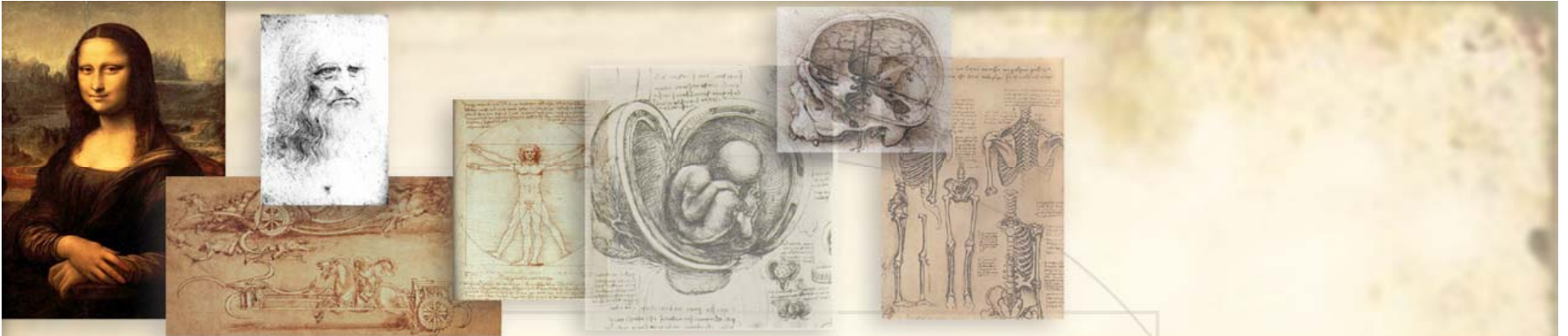
Provide assistance to the administrators

- Participate in professional development sessions facilitated by the coach
- Provide directives encouraging faculty to participate in learning communities
- Make literacy a school-wide priority



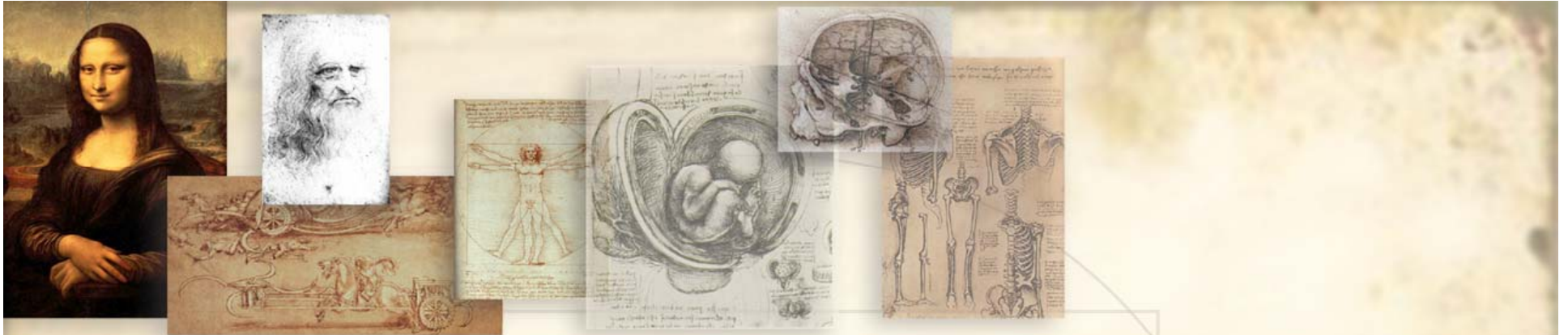
Building Relationships

- Communicate with coach on a regular basis
 - Keep apprised of your coach's work
 - Share information from district meetings
 - Discuss student gains
 - Plan literacy goals
 - Visit your coach coaching
 - Observe coach instructing
- Support literacy initiatives



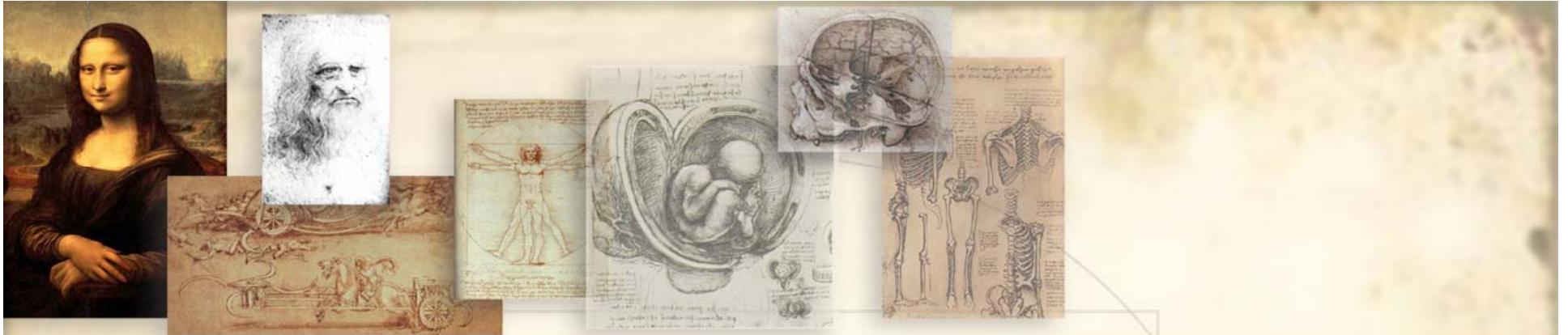
Things to Consider

- Hiring a coach
 - An effective teacher of children does not make an effective teacher of adults
 - Someone with the ability to create a trusting relationship in order to provide critical feedback
- Coaching is teacher centered
 - Using the teacher's agenda



Open Forum

- **Introductions**
- **Questions & Answers**



Reference List

- The Literacy Coach Guiding in the Right Direction. E. Puig & K. Froelich
- Literacy Coaching The Essentials. K. Casey
- The Reading Coach A How-to Manual for Success. J. Hasbrouck & C. Denton
- LEaRN: Florida's Reading and Support System
- FLARE's Online Florida Literacy and Reading Connection. Nov. 2007 edition.
- What Supports do Literacy Coaches Need from Administrators in Order to Succeed? N. Shanklin
- Coaching A Continuum of Professional Development FLARE professional paper.