



# Reading Coach Cadres in Osceola County:

## Professional Development for Reading Coaches in Osceola County



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# Why Reading Coach Cadres Were Created:

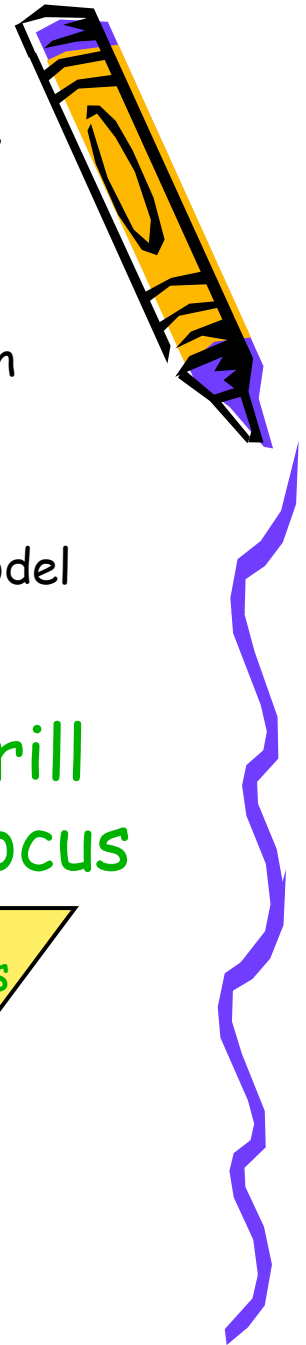
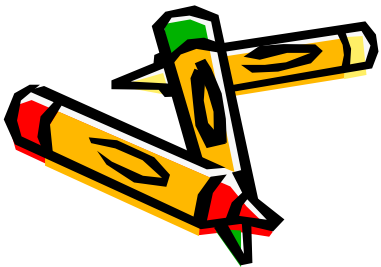
- Coaches needed a forum to address issues in more depth than district reading coach meetings allowed.
- To tap into the professional development resources of the coaches, for coaches.
- Cadres allow coaches to practice the "coaching the coach" model presented by FLaRE coordinators.

## Professional Learning Communities "Drill Down" the Professional Development Focus

District Coach Meeting Professional Development Focus

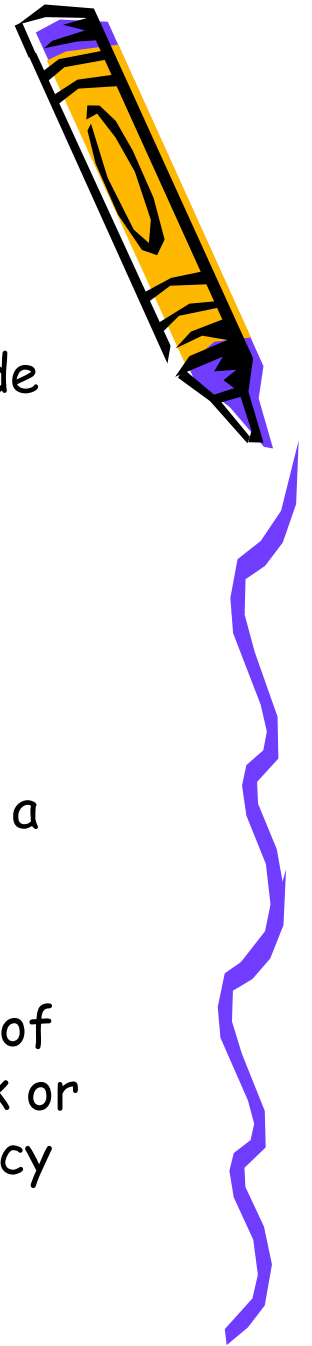
Coach Cadre Meeting PD Focus

Reading Leadership Team and  
School-level PD Focus



# How Reading Coach Cadres Were Created:

- Cadres were developed along feeder patterns and include charter schools.
- Each cadre has a leader who is already an experienced coach.
- Cadres were asked to meet at least 3 times a year, for a total of eight hours.
- Cadres were given a budget of \$600.00 ( District total of \$1800.00) to spend on their choice of professional book or DVD. Monies came from a secondary literacy line item.



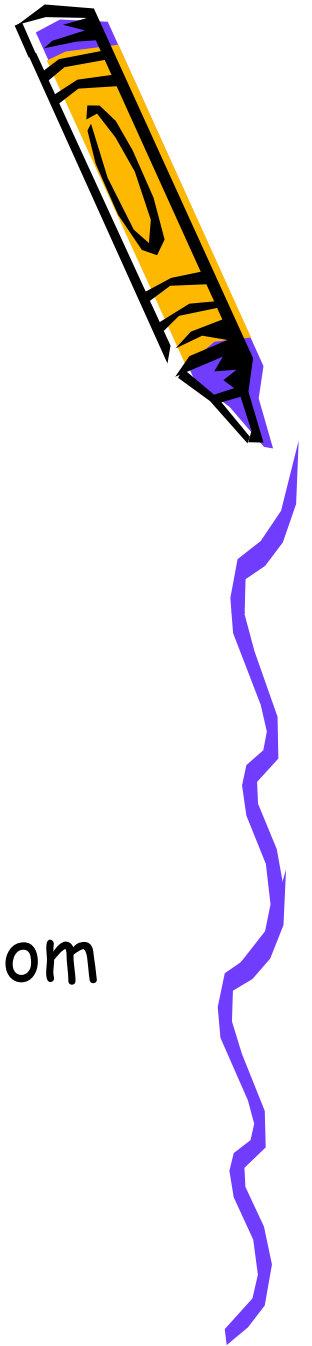


# "Coaching the Coach" Model



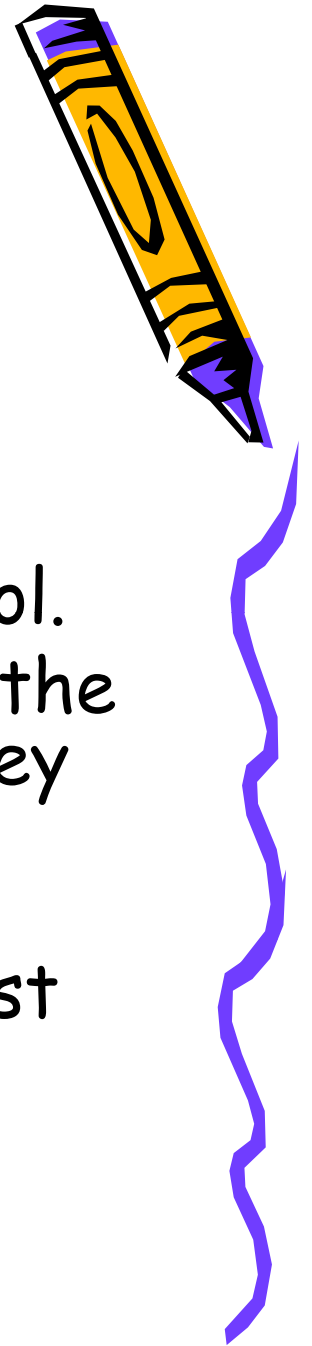
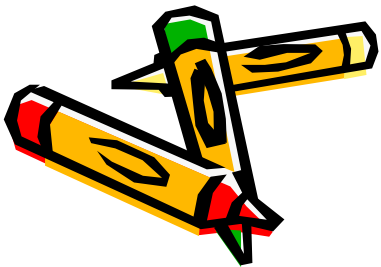
# The First Step

- Planning....
- The cadre decides where to meet.
- The host school (coach) sets up an observation with a reading teacher.
- Times are determined when the classroom observation can be scheduled.



# The Second Step

- The Cadre Meeting.....
- Reading coaches meet at the host school.
- The coach from the host school briefs the cadre members about the classroom they will observe.
- The observation takes place. This is usually a complete lesson, so it is at least twenty minutes of observation.



# The Coaching Model

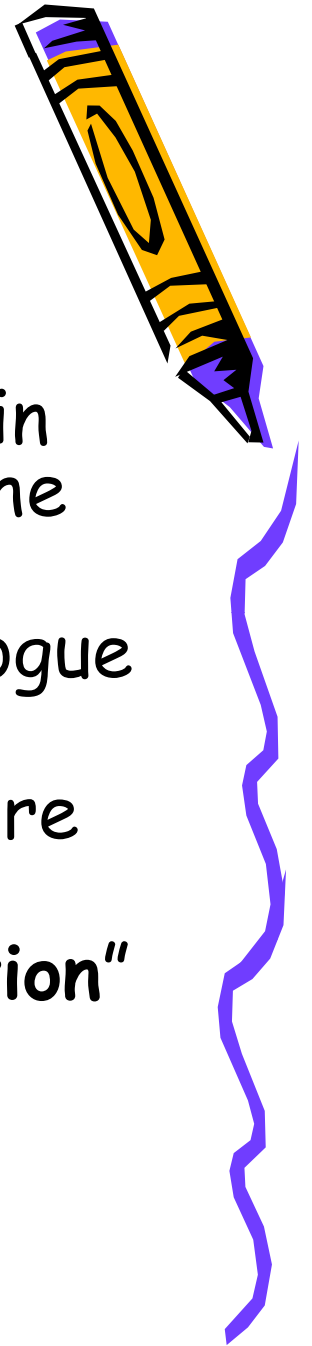


- The Checkpoint.....
- After the observation, the reading coach conferences with the classroom teacher.
- The rest of the cadre observes the coach as she is coaching the classroom teacher.
- After the conference, cadre members are given a chance to ask the teacher reflective questions.
- The classroom teacher then leaves the meeting.



# "Coaching the Coach"

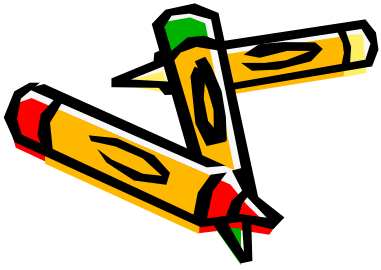
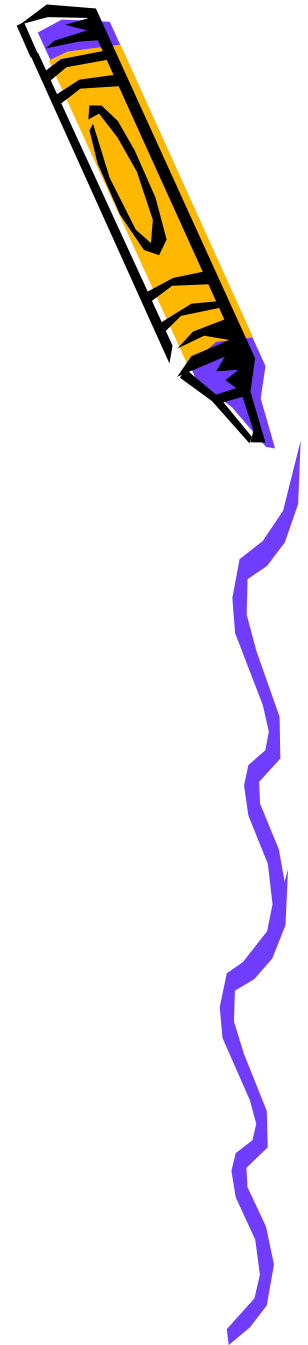
- After the teacher leaves, the coaches in the cadre ask reflective questions of the host coach.
- Coaching points are mentioned and dialogue takes place.
- The host coach reflects with other cadre members.
- The next step is determined. The **"Action"** takes place in the form of reflection.



# Notetaking/Notemaking Observation Sheet

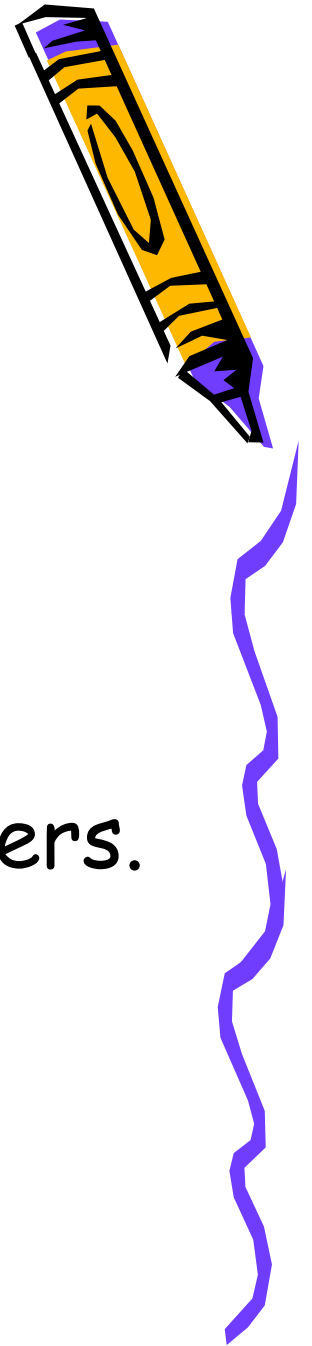
Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_  
Indicator's demonstrated: \_\_\_\_\_

Observations	Thoughts and Questions



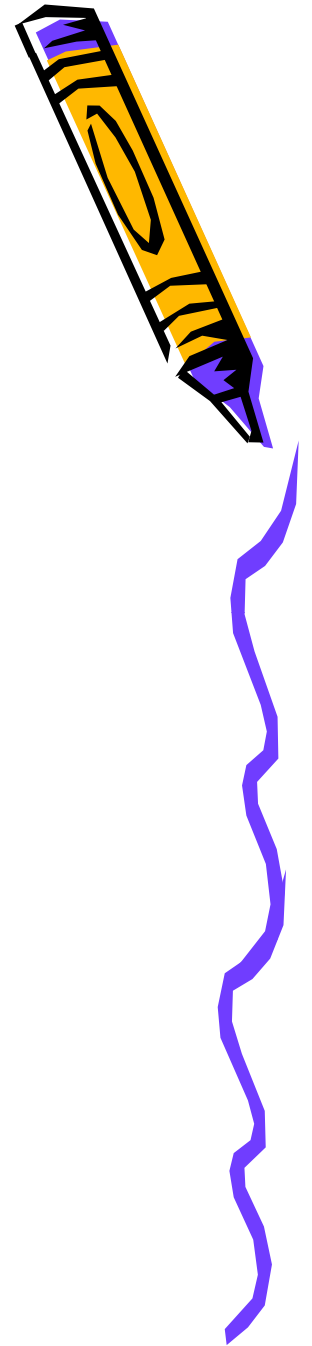
# Keys to Cadre Success

- Flexibility of the cadre members.
- Willingness to participate and learn from each other.
- Learning to be reflective practitioners.



# Other Tips

- Coaches must have a good rapport with their reading teachers.
- Teachers should understand that reading coaches are learning with them when we model, observe, and coach.



# Cadre Professional Development Planning Process



## Data Analysis: The First Step

- Cadre members determine the needs of their individual schools through data analysis.
- As a group, we look for commonalities and determine our own personal needs for professional growth.



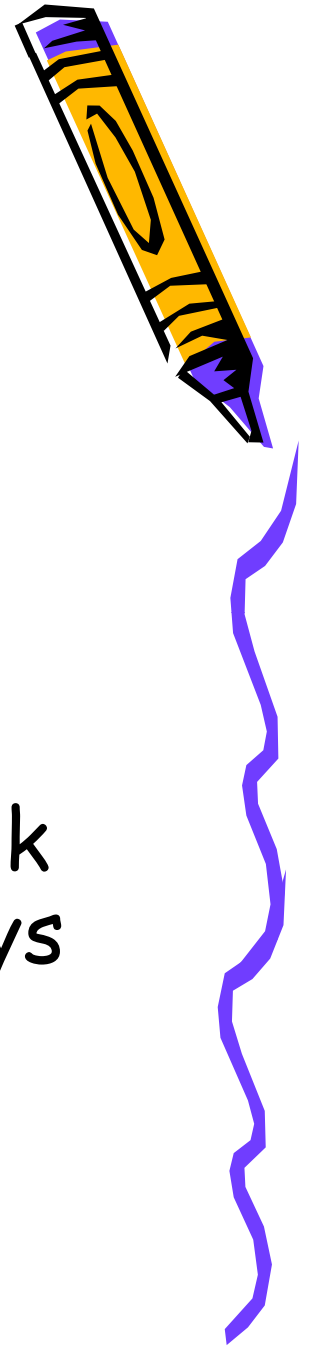
# The Big Question?

- What can we, as coaches, do to help the teachers at our schools meet the needs discovered through data analysis?



# Planning

- At this point, we research and purchase materials for our cadre professional development.
- Recently, we have completed a book study and video series to learn ways to motivate adolescent readers.



# Then What?

- Individually, we use the information learned through our book study and discussions to provide professional development at our schools.
- Sharing and modeling are integral components of this process.



# The District of Osceola County, Florida Continuous Improvement Model

