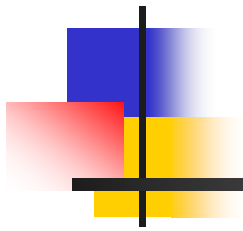


From Classroom Teacher to Reading Coach: Making the Transition



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Role of the Teacher

- Primarily Concerned with the students
- Implements research-based, relevant instruction
- Seeks own professional growth
- Communicates with peer group and parents
- Maintains student data



Role of the Coach

The Just Read, Florida! office defines the role of a reading coach as one who is responsible for site-based professional development for school personnel through supporting, modeling, and continuously improving instructional practices in reading based on scientific research. Reading coaches should not provide reading instruction unless they are modeling for a teacher.



Role of the Coach

- “Coaching is teachers talking and acting in a purposeful way, with the goal of continuously improving their teaching practices”. (Harwell-Kee, 2001)
- “Coaching is a conversation directed toward inquiry: the staff developer and the teacher are making hypotheses and searching for information.” (Lyons & Pinnell, 2001)
- “Coaching is a dynamic relationship between individuals for reflection and self improvement.” (Lyons, 2001)
- “Cognitive coaching is a non-judgmental process built around a planning conference, observation, and a reflecting conference” (Costa & Garmston, 1994).



Coaching Skills

“Teachers whose students have shown the greatest pre-test and post-test gains on informal and formal assessments have been coached by coaches who have developed a set of interrelated coaching skills.”

Lyons and Pinnell, 1999



Effective Coaches Have . . .

- Knowledge and application of the coaching process.
- A thorough understanding of literacy development.
- An ability to work well with others.



Assess Your Strengths and Needs

- Take a minute to jot down your own strengths and needs as they relate to those of the coach.
- What opportunities are available for you to grow professionally?



Voices From The Field

- What do you do to continue to grow professionally as a reading coach and teacher?



Andragogy vs Pedagogy

- Take a few minutes to skim the FLaRE Paper titled, "Andragogy".
- Note the differences between child learning and adult learning.



Characteristics of Adult Learners

Adults

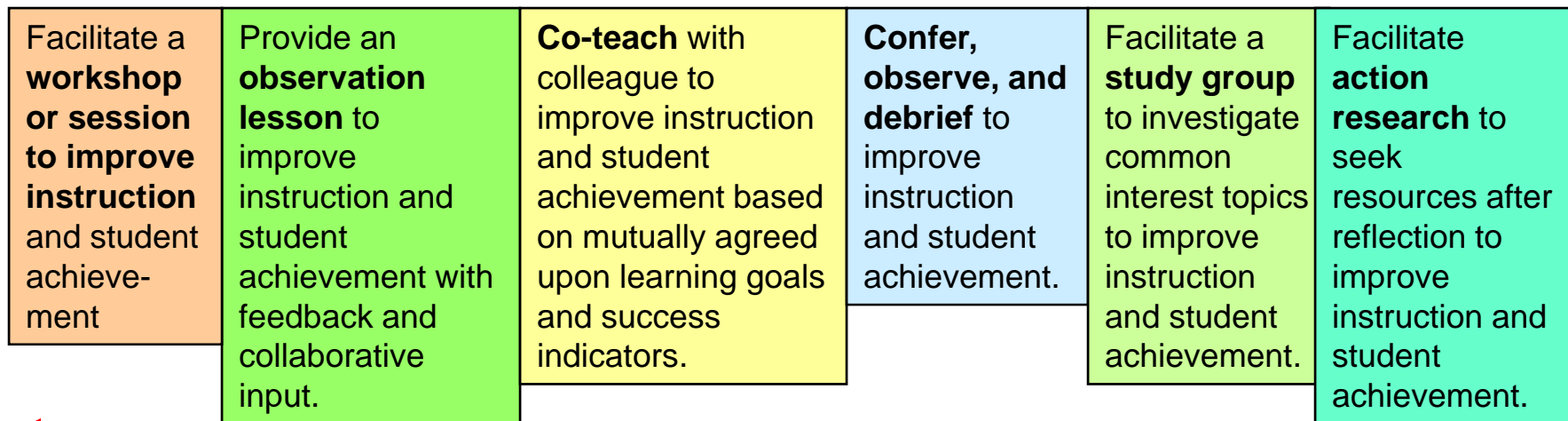
- Vast amount of knowledge and experiences
- Have acquired ideas, beliefs, values about learning
- Goal oriented – want to resolve issues *now*
- Have high expectations – know what they want from professional development and expect to get it
- Many commitments and demands on time
- Generally motivated to learn
- Tend to be flexible because they've had to adapt to various contexts

Lyons and Pinnell, 1999

CONTINUUM OF COACHING

Adapted from Puig, 2002

Transformation may occur when teachers/coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practice.



Increased scaffolding

Decreased scaffolding

DISEQUILIBRIUM

REFLECTION





Professional Workshop

- Give teachers choices to extent possible
- Allow time for discussion and reflection
- Incorporate reading and writing
- Demonstrate instructional practice
- Provide time for guided practice
- Plan for follow-up



Integrating Technology

- Discussion Board
- Web Quest
- Document Reader
- Websites



Study Groups and Action Research

- Whole faculty participates and meets at the same time to discuss common book.
- Whole faculty participates and meets at the same time but discusses book or topic based on several choices.
- Groups meet based on common planning periods. Selected book may be based on choice or common book for whole faculty.



Voice From the Field

- Which components of the continuum have you implemented? Are there particular areas that you feel are easier to implement than others?



Tips for Success

- Building Trust
- Getting Into The Classroom
- Time Management
- Observational Tools
- Prompts for Reflection



Voices From The Field

- What recommendations do you have for new coaches that will help them get into the classroom to support teachers?



Voices From The Field

- Describe your best suggestions for utilizing your time?



Communicating with Administration

- Develop common language regarding role of the coach
- Schedule time to meet
- Copy on appropriate emails
- Summarize and provide data reports
- Provide updates
- Keep confidentiality
- Take initiative



Voices From The Field

What recommendations do you have that would assist communication between reading coach and administrator?



Building Capacity

- Utilize the Reading Leadership Team
- Peer coaching
- Observation/model classrooms
- Encourage professional responsibility
- Schedule and plan time for classroom observations and debriefing



Voices From The Field

- How do you build capacity at your school site?