

“A Year’s Worth of Coaching Tips and Strategies”
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Introductions:

- Robin-Quick educational background
 - BTES Background and demographics
 - School Grades
 - How did our Reading Program evolve?
 - Background on previous years of Reading Coaches
 - Faculty resistant to the help of a Reading Coach.
 - Current Model
 - Rules of Engagement/Job Description
 - We are a work in progress and need to change when necessary
 - Room Placement-Premeditated to be in the Media Center
 - Importance of Reading to Administration
 - Became a hub-easy access

I. Summer

- a. Summer Book Study
 - i. *Strategies That Work* by Stephanie Harvey and Anne Goudvis
 - 1. Agenda is included in handouts.
 - 2. PTO purchased books for ten teachers.
 - 3. Developed relationships and credibility in a relaxed environment with teachers.
 - b. Created list of Picture Books from *Strategies That Work* for our Professional Library.
 - i. The list of books is included in handouts.
 - ii. With permission from our Media Specialist, I took about fifty books off the shelves and then the school purchased the other fifty for ~\$600.
 - c. Data Analysis-Met with Ms. Dupont to discuss. “The Year of the Data and Accountability”
 - i. A Result of attending last year’s Leadership Conference
 - 1. Want to create a Data Room.
 - ii. Analyzed FCAT Scores for teachers in Grades 3-5.
 - 1. Looked disaggregated data for each grade.
 - a. Weaknesses in Words and Phrases and Author’s Purpose
 - 2. Compiled a list of Level 1’s and Level 2’s at each grade level for our Morning Reading Remediation Program.
 - a. I also used this list for our fifth graders who need to be DIBELed.
 - 3. Analyzed all inclusion and self-contained classroom data
 - a. I will coteach with 4/5 Self-Contained ESE teacher three days per week for 45 minutes. Reading Comprehension Strategies
 - 4. Revised our Progress Monitoring Spreadsheets
- d. Pre-planning Days
 - i. Gave teachers their disaggregated data
 - ii. Went to each individual teacher’s room with my planner to book them for a day to come in and model Reciprocal Teaching Strategies.
 - 1. By modeling, I make myself vulnerable and teachers are then happy for me to come in to model or observe them.

2. RT Strategies-our district focused on the Essential Six from the Florida Reading Initiative.
 - a. K-1
 - i. Elkonin Boxes
 - ii. Text Talk
 - iii. Questioning (Think-Aloud)
 - iv. Story Maps
 - v. Shared Writing
 - vi. Reciprocal Teaching Strategies
 - b. 2nd-12th
 - i. Pre-Reading Strategies
 - ii. QAR
 - iii. Summary Frames
 - iv. Concept Maps
 - v. Column Notes
 - vi. Reciprocal Teaching Strategies

II. Fall

- a. Modeling Essential Six
 - i. RT Strategies
 - ii. QAR
 - iii. Concept Mapping with Science Textbook
 - iv. Column Notes with Social Studies and Science Textbooks
- b. Other Strategies That I Modeled:
 - i. Read Aloud-Think Aloud with Novel Study
 - ii. SQ3R using "Time For Kids" and Social Studies Text-handout
 - iii. Post-it Strategies and Reading Response Journals- Personalized Spelling
 - iv. Began Morphology-Affixes, root words-Greek and Latin.
 1. Fantastic book I used with all the lists of words
 2. My Website has a list of my favorite books and websites
- c. Managing Reading Materials and Expanding Professional Library
 - i. Went through school gathering materials
 - ii. Became great friends with the Media Specialist
 1. She has a big budget and wants what's best for teachers.
 - a. I asked for TFK, Super Science, and Ranger Rick. Want more variety for next year.
 - iii. We closed the Media Center for one day and had a "Grand Opening" where we explained materials during teacher planning. Great success.
- d. Implemented Remedial Programs for:
 - i. Kindergarten-"Letters' Class"
 - ii. "Morning Reading Booster Club"
 - iii. "Strategies' Class" grades 1-3
- e. Assessments
 - i. On a Professional Day, we walked teachers through the DART Model to reinforce the importance of data driving their instruction.
 1. Lead teachers to see the value of fluency and the link to comprehension. They embraced fluency testing.
 - ii. DIBELS-Organized materials for 1500 students.
 1. Photo of my DIBEL's corner.
 2. Cheat Sheet Handout
 3. Watched four teachers' classes while they DIBELed.
 - a. Teacher's gained insight into their own students data because of testing other students on their grade level-very valuable

4. Inputted all data on Progress Monitoring and Reporting Network
5. Printed all Data Sheets in color for every teacher
6. Held Grade Level Meetings to suggest interventions for our at risk fluency students
 - a. DATA Room
 - i. Ms. Dupont will explain the DATA Room
 - ii. DIBEL's and SRI Scores
 - iii. Progress Monitoring Meetings
 - b. Ordered Phonics Workbooks for our iii fluency students grades 4 and 5.
- iii. Scholastic Reading Inventory (SRI)
 1. Our Media Specialist handles all of this!!!
 2. Coordinates School Wide Reading Counts' Contest with the Traveling Trophy
- f. Ms. Dupont formed the Literacy Leadership Team with the Coaches as the Facilitators
 - i. Focused on Essential Six and creating lessons for teachers
 1. Ms. Dupont is an active member
 2. Teams shared with their grade level
 3. Created events for "Read Across America/Dr. Seuss Day"
- g. Established Mentoring Programs for Struggling Readers
 - i. Pirate Pals
 - ii. AYP Mentors
- h. District Wide Book Study *Results Now* by Mike Schmoker with the intent to help develop Professional Learning Communities within our school.
- i. Meetings
 - i. Bimonthly with Ms. Dupont
 - ii. Attended Progress Monitoring Meetings
 - iii. Attended Grade-Level Meetings to introduce myself
 - iv. Attended SST's for teachers who need advice.
 - v. Ms. Dupont introduced Lynn Boyd to the coaches as our mentor and confidant
 1. Bimonthly meetings with Lynn Boyd from NEFEC-Northeast Florida Educational Consortium
 - a. Each monthly focus ranged from:
 - i. Classroom Walkthrough Training
 - ii. Vocabulary Workshops
 - iii. Question and Answering/Advice
 - iv. Identifying Model Classrooms for the Purpose of:
 1. Teacher Classroom Visitations
 - a. Build Professional Reading Capacity
 - b. Promote Professional Learning Communities
 - vi. Monthly Coaches' Meetings with Jan Stiers from NEFEC
 1. Book Study *Literacy Coaching The Essentials* by Katherine Cases
 - vii. Offered "Families Building Better Readers" K-3 Parent Workshop
 - viii. Created "Families Using Reading Strategies" evening seminar for parents of students in grades 3-5-I facilities.
 - ix. Created Website
 - x. Judge and Pronouncer for Fifth Grade Spelling Bee
 - xi. Speaker at "ESE Parent Night."
 1. Shared my story of being an ESE parent.
 2. Earned respect from teachers regarding Rtl
- j. Workshops
 - i. Fluency-After first DIBELS' Assessment

- ii. FCAT
- iii. DIBELS Refresher
- iv. Diagnostic Assessment of Reading (DAR) and ERDA
- v. Goals' FCAT Testmaker Handout for teachers
- k. Conferencing With Teachers
 - i. Fluency and the link to comprehension
 - ii. What does a two-hour block look like?
 - iii. Teaching SS and Science in the Reading Block.
 - iv. Raising the bar in the inclusion classroom.

III. Winter

- a. Served on the Reading Textbook Adoption Committee
- b. Assessments
 - i. Analyzed DIBELS and SRI second assessment results.
 - 1. Updated Data Room
 - a. Ms. Dupont established an intensive six week Reading Intervention Program during Wheel/Special Area time for students in grades 3-5
 - 2. Introduced "Red Folder Kids"
 - a. Helped teachers begin the RTI process if necessary
 - 3. Held Second Round of Progress Monitoring Meetings
 - 4. Conferred with teachers individually regarding DIBEL's and SRI Gains/Losses
- c. Introduced Awards for growth in reading for students, teachers, and grade levels.
- d. Modeling
 - i. Making Connections
 - ii. QAR-handouts
 - iii. Concept Mapping
 - iv. Column Notes
 - v. SQ3R
 - vi. Look Say Cover Write Check
 - vii. Post-it Strategies
 - viii. Making Inferences and Higher-Level Thinking
 - ix. Summarizing
 - 1. GIST
 - 2. ABC Brainstorming
- e. Stay Positive
 - i. You are no longer part of any team and you are not an administrator
 - 1. Very isolating
 - ii. Cannot share information with other teachers or administration
- f. Advice
 - i. Jump when a teacher asks you for something
 - 1. Provide the resource or information that day or the next at the latest.
 - a. Word will get around that you are there for them and they will start asking you about strategies in which they are unsure.
 - 2. Tell them when there is something you don't know and then research it for them. Show you are not the best at everything.
 - 3. Make sure to draw the teacher in to the lesson you are modeling, so that they feel valued.
 - 4. Attend an SST with them on short notice if they ask.
 - 5. Meet with one of their struggling students if they ask
 - 6. Call a parent if they ask

IV. Spring

- a. Modeling

- i. Vocabulary Mapping
 - ii. RAFT Writing
 - iii. Summary Frames
 - iv. Graphic Organizers
 - v. ABC Brainstorming and GIST for Summarizing
 - b. Book Studies
 - i. *Strategies That Work* by Stephanie Harvey and Anne Goudvis
 - ii. *Small Group Instruction.....*
 - iii. Plan a Summer Book Study
 - c. Coordinate Read Across America/Dr. Seuss Day
 - d. Focus on non-FCAT grades
 - i. Questioning
 - 1. Modified QAR
 - ii. Reciprocal Teaching Strategies
 - e. Assessments
 - i. Final DIBELS
 - 1. Conference concerning their Red Kids.
 - 2. How much growth?
 - 3. Update Data Room
 - ii. Final SRI
 - 1. Is every child on grade level?
 - iii. Final Progress Monitoring
 - iv. Identify students for possible retention
 - v. Establish Classroom Rosters for next year using data
 - f. Meet with Ms. Dupont
 - i. Plan Summer Reading Program
 - ii. "The Year in Review"
 - iii. Discuss goals for next year
 - iv. Identify and order Reading materials
 - g. Prepare for Summer Book Study (Vocabulary Instruction)
- V. Start all over again!