



LEADING FOR READING SUCCESS

Reading First Coaches

Presented by Kathleen Theodore

Reading First National Conference

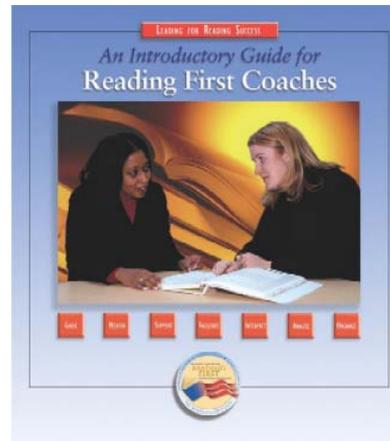
July 28–30, 2008

Nashville, Tennessee



Purpose

- Present key information in the *Introductory Guide for Reading First Coaches*



- Provide networking opportunities for *Reading First Coaches*



Framework

Overview:

- *Reading First*
- School leadership teams
- Coach's roles and responsibilities

Taking a Closer Look at What Coaches Do:

- Develop and enhance teachers' knowledge of SBRR and SBRI
- Facilitate teachers' use of assessment data to inform instruction
- Guide and support teachers in the delivery of effective reading instruction

➤ WRAP-UP:

Wrap-up:

- Transferring the lead



The Purpose of *Reading First*

**Ensure that all children in America learn to read well
by the end of third grade so they are well prepared
to achieve their full academic potential**

Reading First Guidance, p. 1



Reading First Coaching

- **Is a professional development delivery model**
- **Extends reading-specific training into the classroom**
- **Involves on-site support and guidance for teachers**

Coaches are NOT evaluators or administrators

**Think
About
It**

**What are some tasks a coach SHOULD do?
What are some tasks a coach SHOULDN'T do?**



Importance of Coaching

Professional Development Elements	Professional Development Outcomes in Terms of Estimated Percent of Participants		
	Knowledge Level	Skill Level	Transfer to Practice
Theory	10%	5%	0%
+ Demonstrations	30%	20%	0%
+ Practice	60%	60%	5%
+ Coaching	95%	95%	95%

Adapted from Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.



In-Depth Training and Support

“... the classroom provides the most important teaching venue for reaching these early readers. It is in the classroom where the program will build and support the scientifically based reading foundation”

Guidance for Reading First Programs, p. 7



The Role of the Coach

- **Clearly define the role and responsibilities of the *Reading First* coach from the outset**

- **Instructional leadership**
- **Assessment**
- **Professional development**

- **Create a coaching schedule**

▶ Handout 1: Guidelines for Reading First Coaching

▶ Chapter 4, Resource 3 (p. 23): Sample Coaching Schedule



What Coaches Do

- **Develop and enhance teachers' knowledge of SBRR and SBRI**

Because *Reading First*:

- **Focuses on what works—proven methods of early reading instruction**
- **Requires the implementation of research-based instructional materials, programs, and strategies**

Guidance for Reading First Programs, p. 1



Developing/Enhancing Knowledge of SBRR

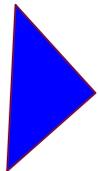
Consensus/Summary Documents

- *Preventing Reading Difficulties in Young Children*
- *Starting Out Right: A Guide to Promoting Children's Reading Success*
- *Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*
- *Put Reading First: The Research Building Blocks for Teaching Children to Read*
- *The Voice of Evidence in Reading Research*



Five Essential Reading Components

	K	1	2	3
Phonemic Awareness	√	√		
Phonics	√	√	√	√
Fluency		√	√	√
Vocabulary	√	√	√	√
Comprehension	√	√	√	√



Chapter 2, Resource 2 (p. 29) and 3 (p. 33): Five Essential Reading Components Survey and Answer Key

Chapter 5, Resource 1 (p. 27): K-3 Early Reading Target Areas



What Teachers Need to Do

***Reading First* coaches help teachers:**

- Have a thorough understanding of the core reading program, supplementary materials, and intervention program(s)
- Plan lessons that reflect SBRR
- Incorporate appropriate grouping formats
- Align instruction among the core, supplementary, and intervention reading programs



What Teachers Need to Do (cont.)

***Reading First* coaches help teachers:**

- **Deliver explicit and systematic instruction to meet students' needs:**
 - **Maximize student engagement**
 - **Scaffold instruction to support students' learning**

Chapter 3, Resource 1 (p. 21):
Systematic and Explicit Instruction Checklist



Features of Scientifically Based Reading Intervention

How does intervention differ from core reading instruction?

Intervention is MORE:

- Explicit and Systematic
- Intensive
 - Focused
 - Targeted
 - Persistent
 - Accelerates learning
- Supportive

**Think
About
It**

**How are interventions being implemented
in your schools?**

Handout 6: Features of Scientifically Based Reading Intervention



What Coaches Do

Facilitate teachers' use of assessment data to inform instruction

Because *Reading First*:

- **Requires the selection and administration of rigorous reading assessments with proven validity and reliability to measure where students are and to monitor their progress**
- **Provides assistance in preparing classroom teachers to effectively screen, identify, and overcome reading barriers facing their students**

Guidance for Reading First Programs, p. 1

Handout 7: Reading First Assessments



Assessment-Driven Instruction

- **Is based on a systematic assessment process**
- **Focuses on grade-appropriate essential reading components**
- **Utilizes assessment data to plan and deliver differentiated instruction to ALL K-3 students**



What Teachers Need to Do

***Reading First* coaches help teachers use assessment data to:**

Identify students who:

- Are at risk for not meeting grade-level benchmarks
- Have extreme reading difficulties

Group students for instruction:

- Which students should be grouped together?
- How many instructional groups are needed?
- Which concepts and skills need to be targeted?
- Which students need additional instruction outside of the core?

Chapter 5, Resources 4: Facilitating Data Analysis (p. 35), Resource 5: Assessment Data Worksheet (p. 37), Resource 6: Grouping Instruction Worksheet (p. 39)



What Teachers Need to Do (cont.)

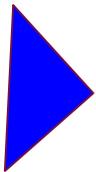
***Reading First* coaches help teachers use assessment data to:**

Determine instructional intensity

- How can I extend the length and difficulty of tasks?
- How can I provide repeated opportunities for practice and feedback?

Deliver small group instruction

What do other students do while I teach a small group?



Chapter 5, Resource 8: Class Management Guidelines (p. 43)



What Teachers Need to Do (cont.)

***Reading First* coaches help teachers use assessment data to:**

Monitor students' progress

- How do I adjust (scaffold) instruction?
- How do I regroup students to reflect changing needs?

Determine areas of need

Does data reveal topics for professional development, instructional gaps, or additional follow-up support?

**Think
About
It**

How do you use assessments to make data-based decisions?



What Coaches Do

Guide and support teachers in the delivery of effective reading instruction

Because *Reading First*:

- Provides increased professional development to ensure that all teachers, including special education teachers, have the skills they need to teach reading effectively
- Focuses on providing time for teachers to learn new concepts and to practice what they have learned with feedback (i.e., through coaching)

Guidance for Reading First Programs, p. 1 & 7



What Coaches Do (cont.)

- **Work collaboratively with teachers to improve reading instruction and student outcomes**

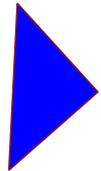
Never Lose Sight of the Goal

**All K-3 students reading on grade level or higher
by the end of third grade**



Keeping the Lead: Practice Activity

Conversations with Teachers



Chapter 6, Resource 1 (p. 25): Communication Tip Sheet



Steps in the Coaching Process

Coaching Steps

Focus

Pre-Conference

- Coach models planning a lesson

Demonstration

- Coach models delivering a lesson

Follow-Up Conference

- Coach and teacher discuss demonstration

Observation

- Teacher delivers the lesson
- Coach observes and takes notes

**Reflection/
Post-Conference**

- Coach provides feedback
- Coach and teacher determine next steps



Pre-Conference

The *Reading First* coach:

- **Models and works collaboratively with teachers planning effective lessons:**
 - **Instructional focus**
 - **Lesson objectives**
 - **Strategies and materials**
 - **Systematic and explicit instruction**
 - **Process for monitoring student learning**

- **Sets a date and time with teacher(s) to demonstrate lesson**



Demonstration Lesson

**High
Priority**

The *Reading First* coach:

- **Demonstrates the lesson**

Teachers:

- **Observe**
- **Record notes and/or questions**
- **Focus on targeted parts of the lesson identified during the pre-conference**

Chapter 6, Resources 2 (p. 27) and 3 (p. 29): Lesson Demonstration Form and Lesson Demonstration Tip Sheet



Follow-Up Conference

The *Reading First* coach:

- **Answers questions about implementation**
- **Discusses the demonstration lesson with teacher(s)**
- **Schedules observation(s) and reflection/post-conference(s)**

**Clarify in advance the goal of observations:
*Improving instruction and student outcomes***



Classroom Observation

The *Reading First* coach:

- Observes while the teacher delivers the lesson
- Takes notes using an observation form

- Observed behavior
- What the teacher and students say
- Grouping information
- Classroom environment

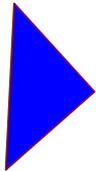


Chapter 6, Resources 4 (p. 31) and 5 (p. 33)
Classroom Observation Process Checklist
Classroom Observation Form



Keeping the Lead: Practice Activity

Identifying and Writing Objective Statements



Chapter 6, Activity 3 (p. 21): Identifying and Writing Objective Statements



Reflection/Post Conference

Before

The *Reading First* coach:

- Examines and reviews the observation data

The teacher:

- Reflects on the lesson (e.g., answers reflection questions)

(continued)



Reflection/Post Conference (cont.)

During

The *Reading First* coach and the teacher:

- Review, reflect, and discuss the lesson
- Determine next steps

**Think
About
It**

What are some of the challenges discussing observation lessons with teachers?

Chapter 6, Resources 6 (p. 35), Reflection/Post Conference Planning Sheet
Resource 7: Post Observation Teacher Reflection Questions (p. 37), Resource 8: Post Observation Goal-Setting Worksheet



Fostering a Community of Learners

***Reading First* coaches can also facilitate continual learning through:**

- **Teacher study groups**
- **Teacher meetings**
- **Peer coaching**
- **Professional development workshops**

“Schools must become learning organizations where professional development and change become the norm of continuous improvement”

(Little & Houston, 2003)



Strategies for Handling Teacher Resistance

***Reading First* Coaches can encourage resistant teachers by:**

- Working first with willing teachers
- Using large group activities
- Checking in regularly with reluctant teachers
- Promoting peer collaboration

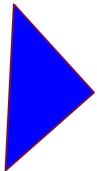
ALL *Reading First* teachers are expected to be involved in the program and to participate in activities designed to improve student reading outcomes



Transferring the Lead

- **Sustainability of reading improvement is the ultimate goal of *Reading First***
- ***Reading First* ensures an ongoing support system:**

- **Helps teachers learn about SBRI**
- **Implements programs grounded in SBRR**
- **Uses rigorous assessments**



Chapter 8, Activity 1, (p. 7): Next Steps: Sustainability of Reading Improvement



Reading First Coaching

“Professional development must be an ongoing, continuous activity, and not consist of ‘one-shot’ workshops or lectures. Delivery mechanisms should include the use of coaches and other teachers of reading who provide feedback as instructional strategies are put into practice.”

▪ *Reading First Guidance, p. 26*