



The Roles and Responsibilities of  
the Reading Coach:  
A Principal and Coach's Perspective

# Think about it...

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What is a  
reading coach?



The Just Read, Florida! office defines a reading coach as follows:

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*A reading coach* is a professional development liaison within the school to support, model, and continuously improve SBRR instructional programs in reading to assure reading improvement for ALL students.



# Consider this...

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“Coaching increases the capacities for sound decision making and self directedness...”

Costas and Garmston, 2001



# A Reading Coach...

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- Helps others to recognize their instructional knowledge and strengths, and supports them in their learning and application of new knowledge and instructional practices.
- Provides ongoing, sustainable support to teachers.
- Provides one-on-one and small group support by grade level, department, or skill level, depending on the needs of teachers and the goals of the school.

Learning Point Associates (2004)



# Job-Embedded Coaching

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The job-embedded coaching model positively influences student achievement, because it aids teachers in the development of new strategies and substantially increases the amount of time that teachers spend on their own professional development.

Learning Point Associates (2004)



# Think about it...

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Why would a school  
want a  
reading coach?



# Value of a reading coach:

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- J. Norton (2001) reported positive results of Alabama Reading Initiative, which includes strong literacy coaching component, on literacy of seventh-grade students.
- Foundation for California Early Literacy Learning (2001) found coaching to have a positive effect on student achievement in a large-scale evaluation of early literacy learning.



# Value of reading coach:

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- Lyons and Pinnell (1999) found correlation between literacy coaching and increased achievement in reading and writing.
- Lapp, Fisher, Flood, & Frey (2003) reported significant increase in student achievement in San Diego schools in which reading specialists provided half-time peer coaching and half-time student tutoring



# Benefits of Coaching Reported by Teachers...

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- An improved sense of professional skill
- An enhanced ability to analyze their own lessons
- A better understanding of teaching and learning
- A wider repertoire of instructional strategies
- An increased sense of efficacy

Pam Robbins (1991)



# Benefits of Coaching Reported by Teachers...

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- Stronger professional ties with colleagues
- Improved teaching performance
- Enhanced student progress
- A better articulated curriculum
- A more cohesive school culture
- A positive school climate

Pam Robbins (1991)



# Consider this...

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Coaching, properly implemented, can transform the norms of isolation into the norms of collaboration.

Robbins, 1991



# Think about it...

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What are the roles and responsibilities of the reading coach?



# Reflect Upon . . .

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- Where is the coach at 7:45 am and what is she/he doing?
- Where is the coach from 11:00 until 1:00?
- If you need a last minute sub, is the coach used to cover the classroom? If yes, is that the best use of his/her time?



# Just Read, Florida! Coaching Model

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- Coaches will demonstrate lessons using scientifically-based reading materials for reading.
- Coaches will provide in-service on classroom set ups for effective reading instruction (word walls, leveled text, small group instruction, etc.)
- Coaches will be a member of the reading leadership team at the school level.

2005-06 K-12 Comprehensive Research-Based Reading Plan



# Think about it...

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What must a reading coach know and be able to do?



# Characteristics of Reading Coaches...

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- Supportive rather than evaluative
- Fosters dynamic relationships that focus on the teachers' needs
- Begins with voluntary teacher participation



# Reading Coaches...

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**EVALUATORS**



# Characteristics of Reading Coaches...

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- Looks for the positive in every interactive opportunity.
- Coaches individuals and groups to identify their strengths, areas of potential growth, and steps to take in improving instruction



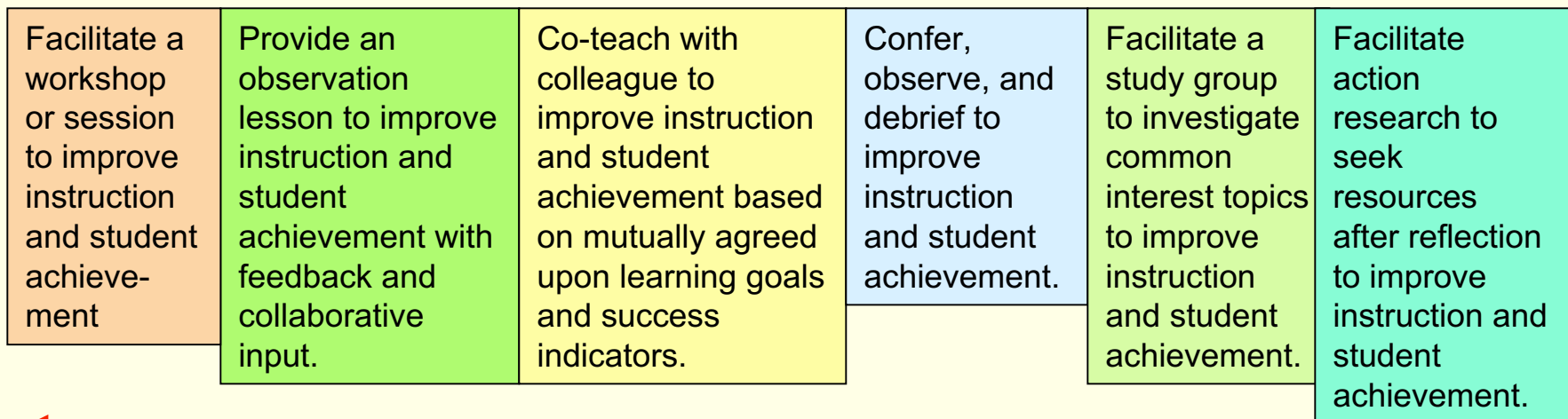
# CONTINUUM OF COACHING

Adapted from Puig, 2002

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

Inter-active coaching

Intra-active coaching



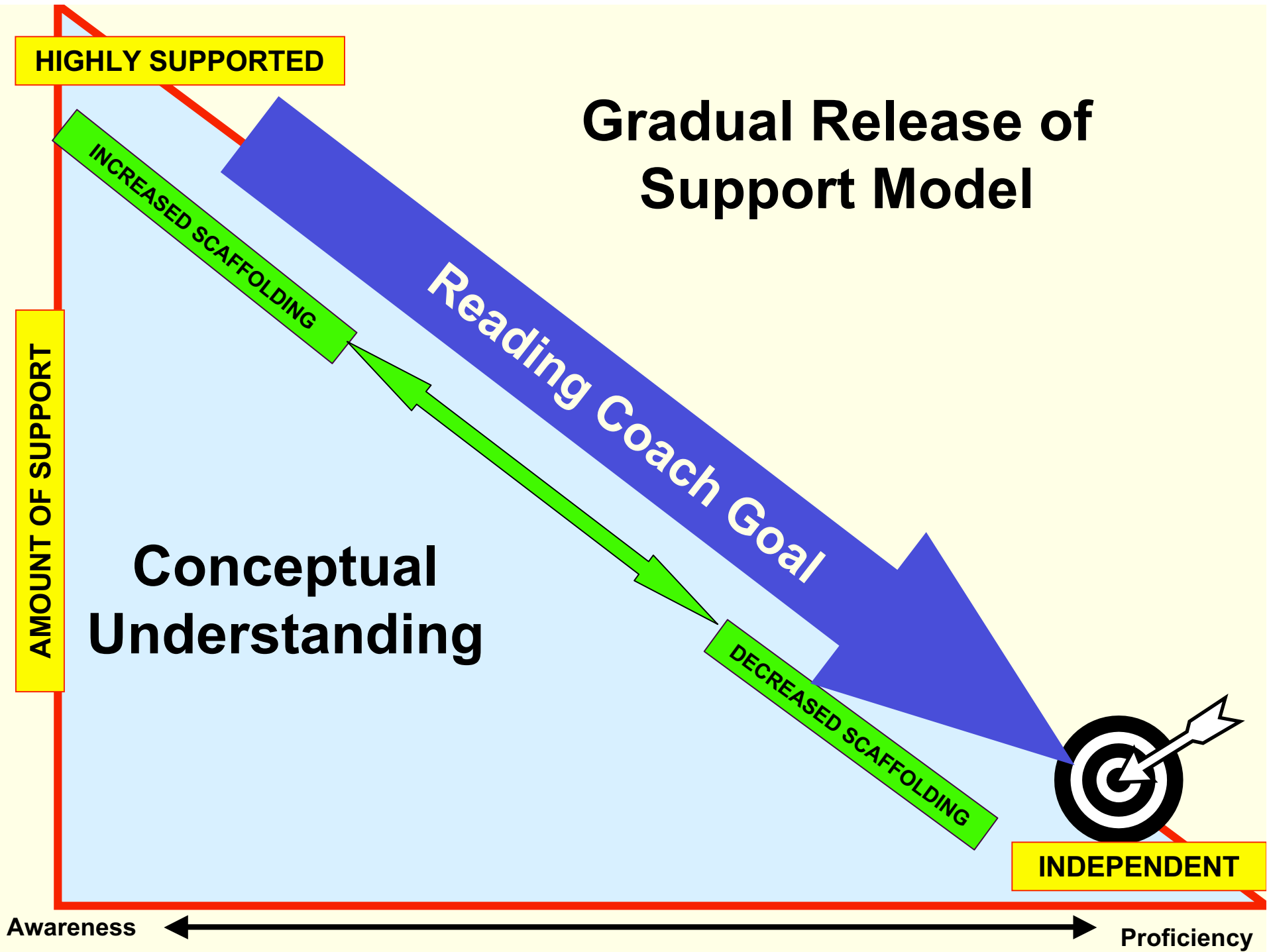
Increased scaffolding

Decreased scaffolding

DISEQUILIBRIUM

REFLECTION

# Gradual Release of Support Model



HIGHLY SUPPORTED

AMOUNT OF SUPPORT

Conceptual Understanding

Reading Coach Goal

INCREASED SCAFFOLDING

DECREASED SCAFFOLDING

INDEPENDENT

Awareness

Proficiency

# According to the International Reading Association...

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Reading coaches should meet these minimum requirements...

- Excellent teachers of reading
- In-depth knowledge of reading processes, acquisition, assessment, and instruction
- Expertise in working with teachers
- Excellent presenters and group leaders
- Able to model, observe, and provide feedback about instruction for classroom teachers



# Think about it...

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How do  
administrators  
support the  
reading coach?



# Administrators...

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Ensure that reading coaches attend monthly meetings and required professional development.



# Administrators...

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Ensure that the reading coach is not used as a reading resource teacher, a substitute, administrator, or in any other capacity that takes them away from being a full time professional development resource in reading.



# Administrative Support of Staff Development

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- Support the reading coach's work with grade level teams.
- Attend meetings whenever possible.
- Reinforce coaches working one-on-one with teachers on modeling, observing, co-teaching and providing constructive feedback.
- Support the coach in providing professional development focusing on school-wide needs.



# Administrators...

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Ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, and one-on-one coaching sessions.



# Think About It. . .

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As the instructional leader of your school you play a vital role in the success and effectiveness of your reading coach.

As you plan your upcoming school year consider the following slides as starting points and areas to further clarify and strengthen the coaches role at your school.



# Establish Expectations

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- Make reading achievement a priority
- Keep current with the culture of your school
- Encourage teachers to collaborate with coach
- Expect teachers to create and maintain an appropriate literacy environment
- Provide specific and timely feedback to teachers supporting their improved implementation and delivery of the program



# Establish Communication Between Principal and Coach

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- Keep the coach informed of literacy goals, objectives and activities
- Ensure that the coach is involved in literacy curriculum decisions
- Expect the coach to attend required meetings and plan to debrief
- Discuss and plan grade level needs for implementation
- Identify needs for additional support



# Establish Communication Between Coach and Teachers

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- Explain reading coach role to teachers
- Provide opportunities for coach to assist teachers in the area of reading
- Ensure accessibility to teachers for ongoing professional development opportunities



# Analyze Data As a Team

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- Review assessment data regularly.
- Ask questions: What's causing the change? What's being taught? What's the level of implementation?
- Use the data for instructional decisions and develop an action plan.



# Relationship Between Levels of Impact and Components of Training

Components of Training	Concept Understanding	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and low risk feedback	85%	80%	10-15%
Coaching Study Teams Peer Visits	90%	90%	80-90%

(Joyce & Showers)



# Think about it...

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“Quality teaching requires strong professional learning communities. Collegial interchange, not isolation, must become the norm for teachers. Communities of learning can no longer be considered utopian; they must become the building blocks that establish a new foundation for America’s schools.”

*-National Commission on Teaching, 2003*



# Remember...

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You can not have students as continuous learners and effective collaborators without teachers having the same characteristics.

Michael Fullan (2001)



# It's All About the Kids

## By Garre LaGrone

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We must be ever mindful,  
In our noble quest,  
To strive each day and collaborate  
To help children do their best.

We're not in private practice.  
Personal gain is not our concern.  
Our ultimate goal, as we all know,  
Is to help all children learn.



# It's All About the Kids Continued...

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On our glorious mission  
Let us not forget,  
It's not about you  
And it's not about me.

**It's ALL about the KIDS!**



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