

Co-Developing Literacy Leadership: Coaches and Teachers Collaborating for Change in the Classroom

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“The key to real school reform lies in profound changes in instructional practice, especially as it affects the children who need good teaching the most.”

(Schorr, 2000, p. 72)

Who can make a difference?



“The one factor that can make the most difference in improving student achievement is a ‘knowledgeable, skillful teacher’ in the classroom.”

(National Commission on Teaching & America’s Future)

How does FOR-PD help build and support teacher expertise in reading?

Florida Reading Endorsement

Competency 1: Foundations in Language and Cognition

Competence 2: Foundations in Research-Based Practices

Competency 3: Foundations of Assessment

Competency 4: Foundations of Differentiation

Competency 5: Application of Differentiated Instruction

Competency 6: Demonstration of Accomplishment
(Practicum)

CAR-PD

- **FOR-PD (60 hours)**
- **CAR-PD Academy (60 hours)**
- **Demonstration of Practice (30 hours)**

FOR-PD Mission



- **FOR-PD is designed to assist teachers in improving reading instruction for learners in grades preK-12.**

What are FOR-PD Participants Learning?



- **Scientificallly-based reading research (preK-12)**
- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Comprehension**
- **Struggling readers, diverse readers**
- **Assessment**
- **Differentiated Instruction**
- **Engaging readers with text**
- **Selecting appropriate materials**
- **Effective reading instruction for all readers**
- **Comprehensive literacy program (reading, writing, listening, speaking)**
- **Literacy Leadership**

Key Strategies



- KWL
- Column Notes
- ABC Brainstorm
- Think-Pair-Share
- 3-2-1
- Double Entry Diary
- Scamper Thinking
- Venn Diagram
- 6 Thinking Hats
- Problem/Solution
- I-Chart
- Inverted Triangle

Define the characteristics of a teacher leader.

What makes a teacher a literacy leader?

Powerful Professional Learning...



- arises from what teachers are doing in their classroom.
- promotes inquiry and reflection.
- is generally collaborative.
- is job embedded.

“Teachers who engage in sustained, collaborative professional development around specific concepts in their curriculum are more likely to change their teaching practice in ways associated with greater student achievement.”

(Peter Negroni, Senior Vice-President, College Board)



- **Staff Development**
- **Change in teachers' classroom practices**
- **Change in student learning outcomes**
- **Change in teachers' beliefs and attitudes**

(Guskey, 1986)

I Can Be A Literacy Leader

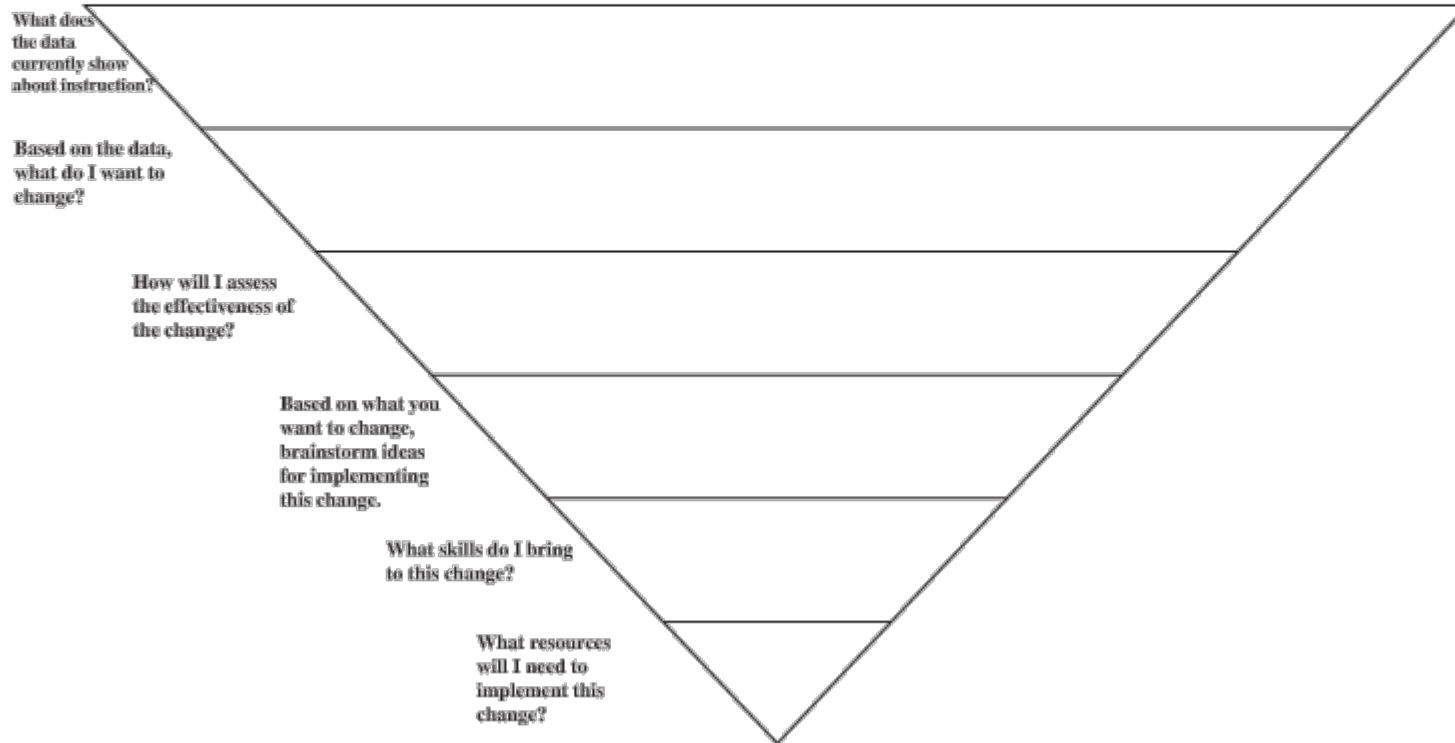


- **Identify one change to make in classroom or instruction.**
- **Identify data to support change.**
- **Identify resources needed to support change.**
- **Identify teacher knowledge to support change.**
- **Identify how the change will be assessed.**

Strategy



Inverted Triangle Strategy



Inverted Triangle Strategy



What does the data currently show about instruction?

Inverted Triangle Strategy



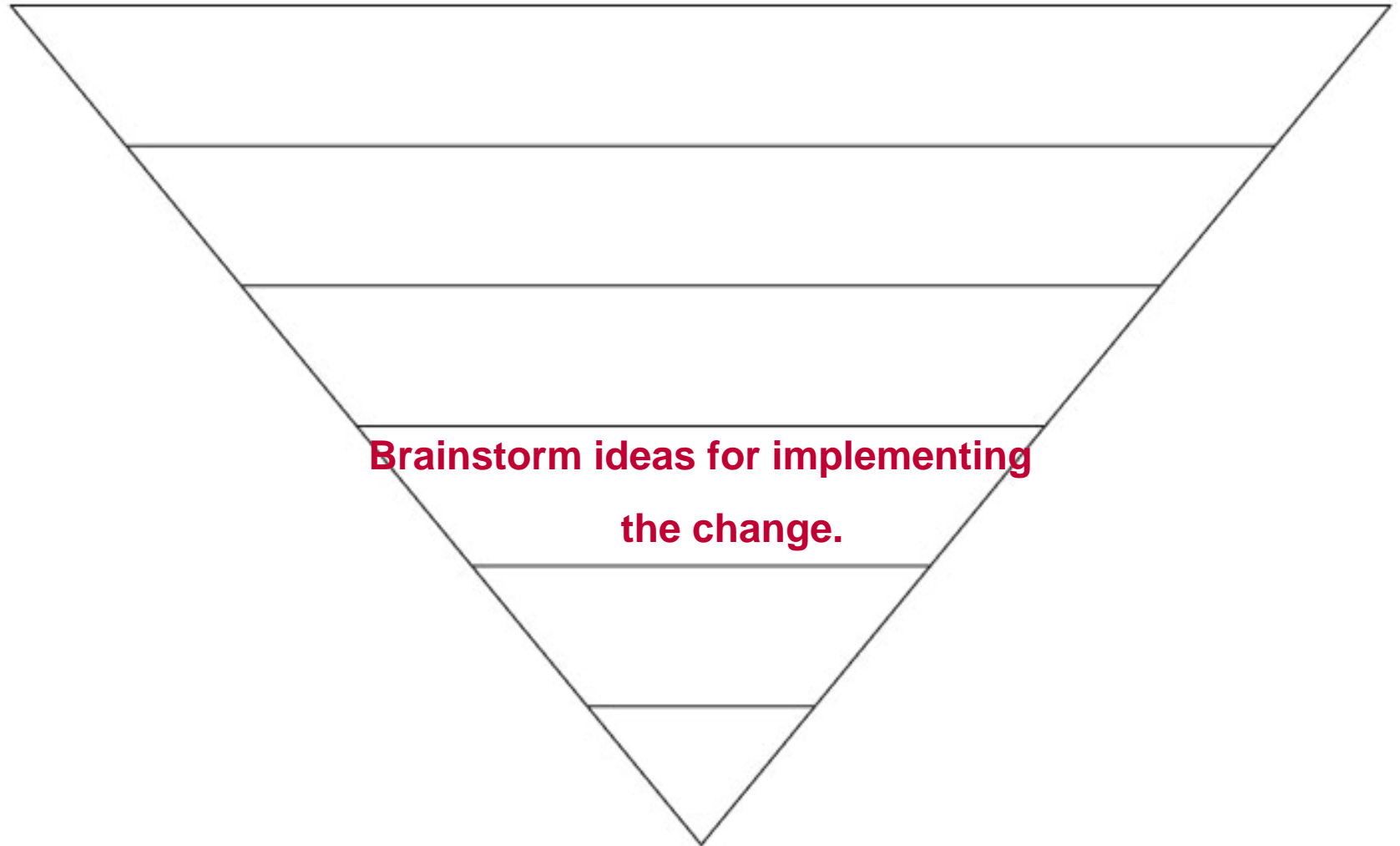
Based on the data, what do I want to change?

Inverted Triangle Strategy



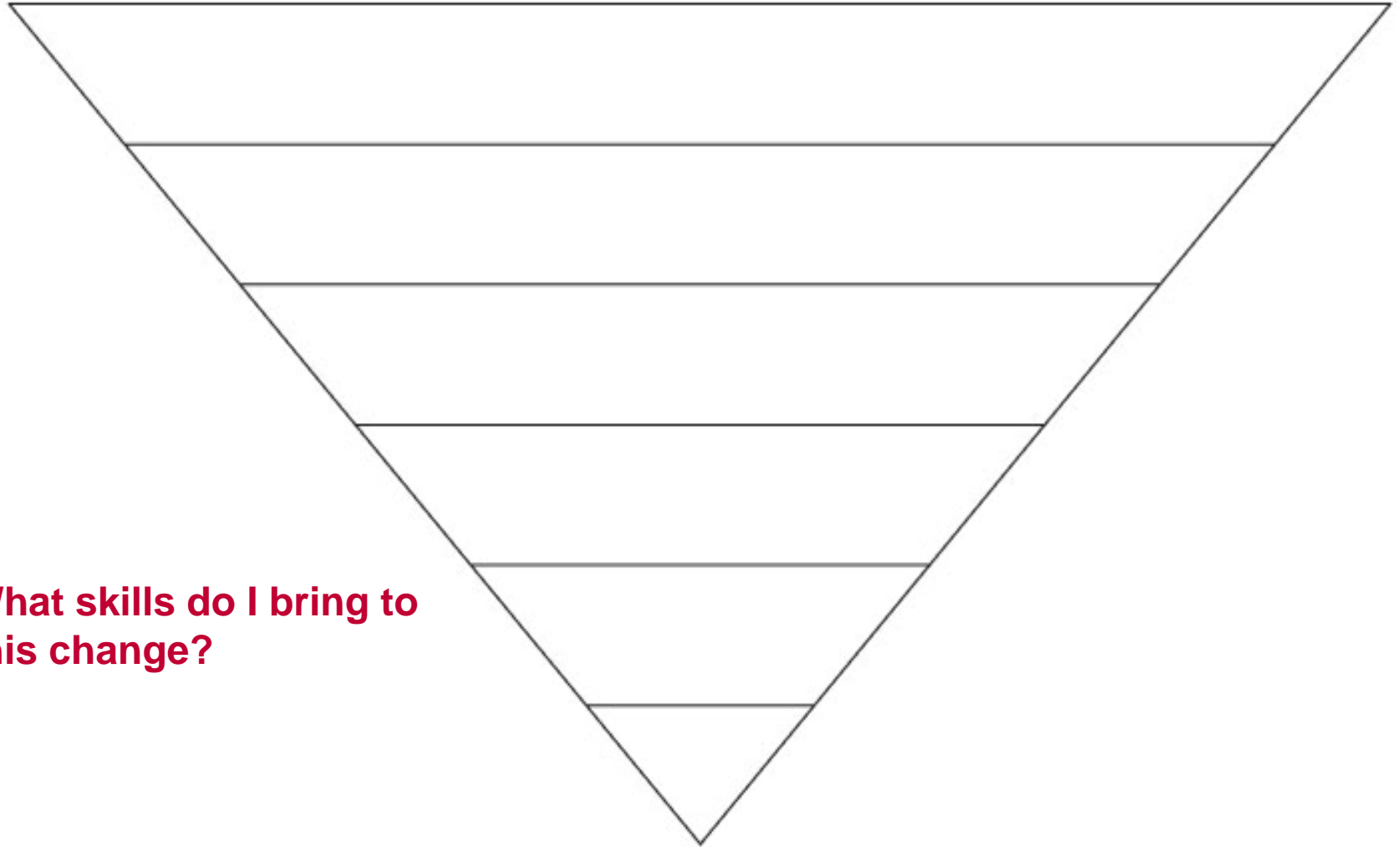
How will I assess the effectiveness of the change?

Inverted Triangle Strategy



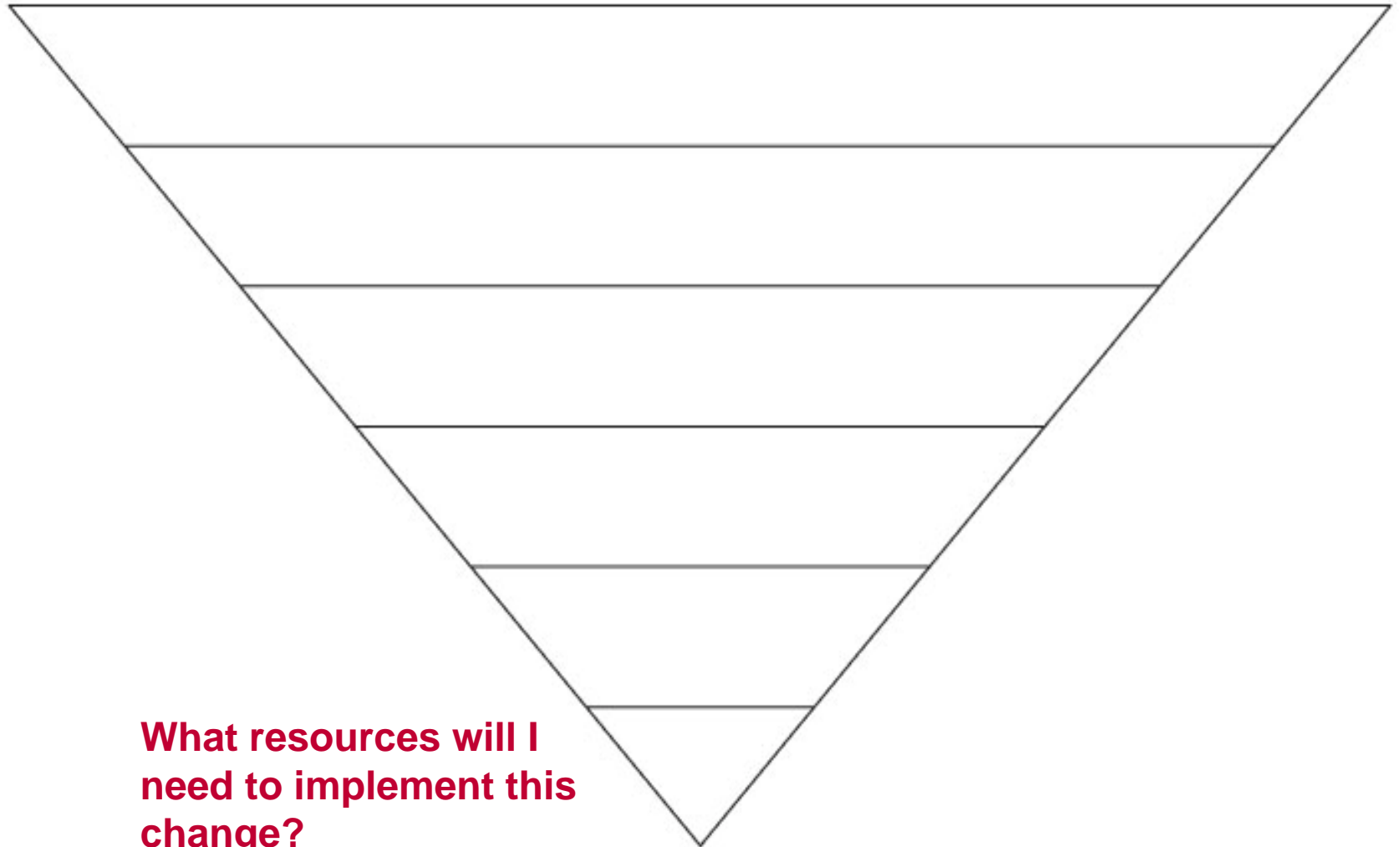
**Brainstorm ideas for implementing
the change.**

Inverted Triangle Strategy



What skills do I bring to this change?

Inverted Triangle Strategy



What resources will I need to implement this change?

The Support of the Coach



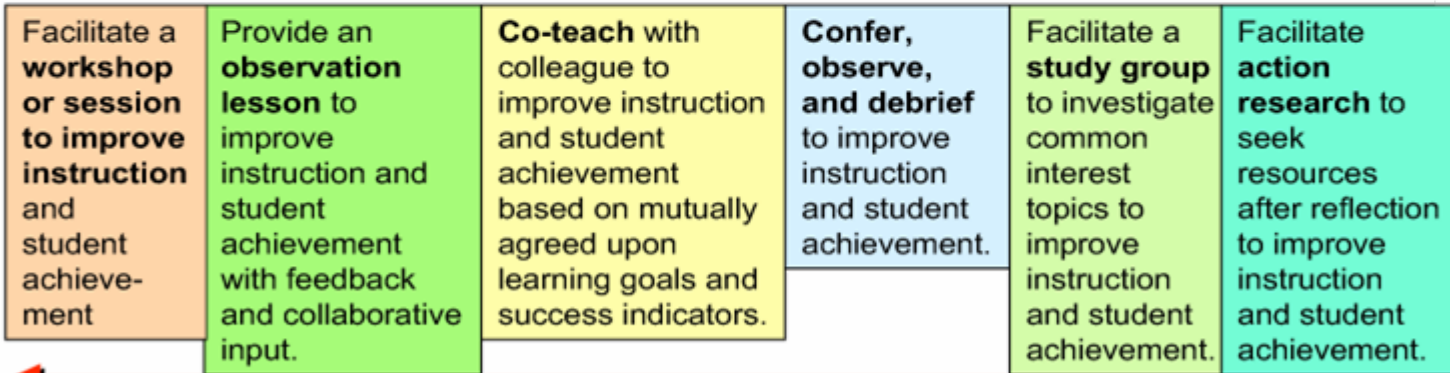
CONTINUUM OF COACHING

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

Follow-Up: FOR-PD Resources



- Instructional Posters
- Literacy Newsletter
<http://forpd.ucf.edu/newsletter/>
- Reading Strategy of the Month
<http://forpd.ucf.edu/strategies/>
- Reading Reminders
<http://forpd.ucf.edu/resources/reminders.html>
- Interviews with Experts
<http://forpd.ucf.edu/resources/interview.html>
- Resource Database

References



Guskey, T. (1986). Staff development and the process of teacher change. *Educational Researcher*, 15(5), p. 5-12.

National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. New York: Author.

Schorr, L.B. (2000). The intersection of school and community. Making the connections that improve learning and life changes. *Education Week*, 48, p. 72.