

# The District's Role: Supporting Coaches for an Effective Implementation of the Osceola County Reading Plan

Just Read, Florida Presentation

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# Professionalism & Empowerment

- Encourage coaches to present and attend professional conferences
- Open lines of communication with Just Read Florida office, RFPD & FLaRE
- Involve coaches in professional book studies
- Provide professional materials for coaches


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Photo of Coaches in Action



# The District as Cheerleader

- Fidelity Visits: Use every opportunity to recognize & support accomplishments of coaches.
- Principal/Curriculum Resource Teacher Presentation Meetings: Give evidence of coach's effectiveness & reinforce administrators who follow the coach model.
- Discuss with a partner: What are two ways you are a “cheerleader” for your coaches?
- Be prepared to share one method.



“Literacy coaches are unlikely to be successful if they do not attend to leadership issues at three levels: within the district, within the building-level administration, and within the faculty.”

- Sharon Walpole & Micheal McKenna in *The Literacy Coach's Handbook*

What are some of the unseen hazards for reading coaches interacting in these three levels?

- Within the District
- Within the Administrative Team
- Within the Staff

# Leadership Within The District

- Literacy coaches must take steps to situate their work at their schools as a part of the shared mission of the district to improve teaching and learning.
- The politically astute literacy coach is ever aware of the line-and-staff organizational structure that defines supervisory relationships.

- Sharon Walpole & Micheal McKenna in *The Literacy Coach's Handbook*

# Leadership Within the Building-Level Administration and Within the Staff:

- “The secret to leadership in both cases is not strength, wit, or knowledge. It is not administrative skill, or training. The secret is service. Literacy coaches who see their mission as service to teachers, to make it easier for the teachers to provide service to children, are good leaders.”

- Sharon Walpole & Micheal McKenna in *The Literacy Coach's Handbook*

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Photo of Coaches in Action



# Potential Reading Coach Pool

- The district has established a “Coach Pool”, modeled on the assistant principal pool concept.
- A potential coach must be interviewed by the district office reading coach supervisors. They must fulfill all qualifications- such as certification, years of experience- before they can be interviewed and hired by a principal.

# National Board Stipend for Reading Coaches



- At the outset of our coaches grant, we made sure that National Board Certified teachers would be able to follow the coaching model and still receive their stipend.

# A Strong Start For New Coaches



During the first year of the original reading coach grant, the Director of Secondary Education and I held a meeting for administrators to explain the coach model.

- We also met with each administrator and coach to ensure the coach model would be followed.

# A Strong Start For New Coaches, continued

- This year, the first hour of all our monthly coach Professional Development Meetings is used for new coach orientation. An experienced coach serves as a mentor at these meetings. This gives new coaches a chance to ask questions and receive clarification from the experienced coaches.

# Coach Cadres



- Beginning this year, all coaches were assigned to a cadre group and leader. They met in their cadres a specified number of times. Each group visited model classrooms at schools within their cadre.



# References:

- Froelich, K., & Puig, E. (2007). *The literacy coach: Guiding in the right direction*. Boston: Pearson Education.
- Walpole, S., & Mckenna, M.C. (2004). *The literacy coach's handbook: A guide to research-based practice*. New York: Guilford.
- Hasbrouck, J., & Denton, C. (2005). *The reading coach: A how-to manual for success*. Boston: Sopris West.