

# EFFECTIVE LITERACY COACHING: PRACTICES THAT MAKE A DIFFERENCE



## FALL 2019

### PRESENTER(S)

Erica Denman and Stefane Beddard

### PARTICIPANTS

Literacy Coaches, Instructional Coaches, Reading Specialists

### PRICE AND REGISTRATION

The cost of this Professional Learning Series is \$119.00 per participant. Registration includes access to Schoolwide's Fundamentals Unlimited digital platform for the duration of the semester (ending Dec 31, 2019). **To register please call 1.800.261.9964 ext. 127 or email [customerservice@schoolwide.com](mailto:customerservice@schoolwide.com).**

### REGISTRATION DEADLINE

Sept 6, 2019

## LIVE WEBINAR DATES & TIMES:

Each live webinar will be 45 minutes in length, from 4:30pm–5:15pm Eastern Standard Time, on the dates indicated below.

Sept. 9, 2019 (Mon) / Oct. 7, 2019 (Mon) / Oct. 28, 2019 (Mon) / Nov. 18, 2019 (Mon)

*Note: Webinars are recorded and made available to all participants for the duration of the series.*

## SERIES OVERVIEW

Literacy coaches play an essential role in establishing and sustaining a school culture that encourages collective inquiry, action research, and collaborative learning. Coaches model lifelong learning practices and evidence-based decision-making to strengthen teaching and improve student learning.

Throughout this 4-part professional learning series, participants will utilize professional texts and Schoolwide's online curriculum and instruction platform Fundamentals Unlimited. We will discuss key factors that contribute to building teacher capacity and raising student achievement. Participants will also engage in action research to evaluate the effects of these evidence-based coaching strategies. In addition, the interactive nature of these sessions is intended to promote collegial sharing and responsiveness to the questions and concerns of the participants.

### SESSION 1: CLARIFY ROLES AND GOALS FOR LITERACY COACHING

The role of a literacy coach and the purpose of coaching must be understood by all stakeholders for coaches to have the intended impact on improving teaching and learning. In this first session, participants will discuss their roles and goals as literacy coaches, as well as particular characteristics and habits of mind that contribute to both teacher and student growth.

## **SESSION 2: BUILDING PARTNERSHIPS AND INTERNAL CAPACITY: COMMUNICATION AND COLLABORATION**

Effective literacy coaches are responsive and highly skilled practitioners who develop trusting relationships with building administrators and classroom teachers. During this session, participants will discuss ways to continually communicate, collaborate, and learn from one another in order to strengthen partnerships and build teacher capacity. In addition, participants will discuss the importance of encouraging risk-taking, as well as providing timely and meaningful feedback to accelerate the change/growth process.

## **SESSION 3: COACHING PRACTICES AND PROFESSIONAL LEARNING TO SUPPORT ADULT LEARNERS**

Implementing different professional learning formats, such as demonstration lessons, study groups, co-teaching, and peer coaching, allows literacy coaches to be responsive to individual teachers' needs and to offer various methods of support. During this session, we will discuss ways to build teachers' schema about content (e.g., the reading and writing processes), pedagogy (e.g., the workshop model and the Gradual Release of Responsibility model) and data collection (e.g., artifacts, observations, and interactions) in order to inform responsive teaching and monitor student achievement.

## **SESSION 4: REFLECTING ON ADULT LEARNING (SUCCESSSES AND CHALLENGES) AND BUILDING TEACHERS' SELF-EFFICACY**

During this final session, participants will reflect upon the adult learning that has taken place—examining the effects and evidence of their coaching practices on teachers' changing dispositions and pedagogy. We will share successes and challenges so that we may use our collective wisdom to help each other effectively nurture teachers' efficacy, which researcher John Hattie (2016) has identified as the number one factor in influencing student achievement.