



# Essential Coaching Practices for Elementary Literacy

This document was developed by the **Early Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.



## COACHING PRACTICES

*This document is intended to be partnered with the Essential Instructional Practices in Early Literacy Prekindergarten and the Essential Instructional Practices in Early Literacy Kindergarten – Grade 3 as well as the Essential School – Level Literacy Practices.*

### Purpose

The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported literacy coaching practices that should be a focus of professional development throughout the state. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise.<sup>1</sup> Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases.<sup>2</sup> In addition, through improving teacher expertise and the quality of core instruction, student achievement increases.<sup>3</sup>

You may not excerpt from this document in published form, print or digital, without written permission from the MAISA GELN Early Literacy Task Force. This document may be posted or reproduced only in its entirety (x pages). To reference this document: Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential elementary literacy coaching practices*. Lansing, MI: Authors.

The focus of this document is to identify the critical qualifications, dispositions, activities, and roles of effective elementary literacy coaches. Research suggests that each of the seven essentials is an important contributor to literacy coaching that results in increased student literacy learning. They should be viewed, as in practice guides in medicine, as presenting minimum expectations for Michigan's literacy coaches.

## 1. Effective literacy coaches have specialized literacy knowledge and skills beyond that of initial teacher preparation.<sup>4</sup>

**Literacy coaches, due to the complexity of literacy instruction, must:**

- have an in-depth knowledge of reading and writing processes and acquisition<sup>5</sup>
- recognize the varied purposes for assessment (e.g., screening, diagnostic, monitoring progress, achievement), select specific assessments that meet those purposes, administer and score assessments, and use assessment results to inform instruction<sup>6</sup>
- know and appropriately use research-informed instructional practices to help all students develop literacy knowledge, skills, and abilities including concepts of print, phonemic awareness, letter-sound knowledge, word reading, comprehension, vocabulary, fluency, writing, critical thinking, and motivation<sup>7</sup>
- be able to create a literate learning environment that considers how the physical arrangement, materials, group work, routines, and motivational factors such as choice and purpose contribute to learning in today's diverse classrooms<sup>8</sup>

**Literacy coaches develop in-depth literacy knowledge and skills<sup>9</sup> by:**

- completing advanced course work in literacy that results in a reading teacher or reading or literacy specialist endorsement
- having successful classroom teaching experience as evidenced by positive student learning
- continually updating their knowledge through professional reading, active participation in professional development workshops, and attendance at local, state, and national professional conferences

Teachers report that literacy coaches need advanced

literacy knowledge and skills in order to carry out their responsibilities such as modeling research-informed literacy practices, helping teachers analyze assessment data and solve instructional problems, and recommending appropriate materials and resources.<sup>10</sup>

When literacy coaches have completed advanced course work in literacy and been successful classroom teachers, students of teachers they coached exhibited more literacy growth than students of teachers coached by literacy coaches who had not completed advanced course work in literacy.<sup>11</sup>

## 2. Effective literacy coaches apply adult learning principles in their work.<sup>12, 13, 14</sup>

**Effective literacy coaches also have specialized knowledge about adult learning principles, and they apply those principles when working with teachers.**

- Adults are most interested in learning when it has immediate relevance to their job. Thus, the focus of literacy coaching should be on classroom instructional practices that foster literacy development.
- Adults want to be actively involved in the planning, implementation, and evaluation of their learning. Thus, effective literacy coaches work with teachers to develop goals and methods for addressing and assessing those goals.
- Adults learn from reflecting on the problems that arise during the implementation of new knowledge/skills. Thus, effective literacy coaches guide teachers to reflect deeply on their practice and on the results of implementing new strategies with their learners.
- Adults learn best when they can integrate new knowledge and skills with previous experiences. Thus, effective literacy coaches help teachers understand how new concepts and strategies are similar and different from concepts they know and strategies they are currently learning.

### 3. Whether working with large groups, small groups, or individual teachers, effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships.<sup>15</sup>

#### Effective literacy coaches:

- use a variety of strategies to establish rapport and trust as the initial steps in building collaborative relationships (e.g., one-on-one conversations about teaching or student learning in general, attending grade level/team meetings as an interested listener/learner, finding specific resources/materials for a teacher)<sup>16</sup>
- strive to determine the underlying beliefs about literacy of the teachers with whom they are working in order to develop collaborative relationships<sup>17</sup>
- use language when engaging in conversations with teachers that is encouraging and supportive, not evaluative<sup>18</sup>
- position themselves as co-learners<sup>19</sup> and/or facilitators of teacher learning<sup>20</sup>
- are intentional, collaborating with teachers to set specific goals for their work with a respect for teachers' time and expertise. However, literacy coaches also demonstrate flexibility by being open to conversations and questions as they arise—conversations and questions that may lead to more intentional coaching.<sup>21</sup>
- are reflective—regarding their demonstration teaching, their observations of teacher's instruction, and the conversations they have with teachers.<sup>22</sup>

### 4. Literacy coaching is most effective when it is done within a multi-year school-wide or district-wide initiative focused on student learning and is supported by building and district administrators.

Research results indicate that initiatives, including those that involve a literacy coaching component<sup>23</sup>, may require three to five years to show impact on student learning.<sup>24</sup>

*Support from building and district administrators is evidenced in various ways.*

- Teacher participation in activities with the coach is higher when principals:<sup>25</sup>
  - present the coaches as sources of literacy expertise
  - actively participate in the professional development sessions designed for coaches and administrators as well as in activities facilitated by

the coaches (e.g., modeling instruction, conferring with teachers)<sup>26</sup>

- exhibit respect for the coaches as valued professionals
- give coaches autonomy over their schedules
- Principals support coaches by:<sup>27</sup>
  - presenting them as sources of literacy expertise to the teachers
  - clearly describing and endorsing the coaching foci to the teachers
  - explicitly encouraging teachers to work with their coach
  - observing their work with teachers
  - explicitly communicate to them personally how much their work is valued.<sup>28</sup>

### 5. Effective literacy coaches spend most of their time working with teachers to enhance teacher practice and improve student learning. They make effective use of their time by using a multi-faceted approach to coaching.

#### Effective literacy coaches:

- Spend time working directly with teachers, they help teachers align their beliefs with research-informed instructional practices and enhance their:
  - classroom literacy environments<sup>29</sup>
  - use of research-informed literacy strategies<sup>30</sup>
  - implementation of new literacy programs and strategies<sup>31</sup>
  - use of practices aligned with state standards or curricular initiatives<sup>32</sup>
- Schedule their time so that they are spending as much time as possible working directly with teachers because more coaching with teachers has been associated with higher student achievement at both the school<sup>33</sup> and coach<sup>34</sup> level.
- Spend more time interacting with teachers by using a multi-faceted approach to coaching, carefully determining what types of coaching can be done effectively with large groups, small groups, and individual teachers.<sup>35</sup>
- Consistently monitor the amount of the time they spend working with teachers. Time spent on managerial tasks (e.g., maintaining an assessment database, ordering materials) or attending meetings not directly related to their coaching work reduces the time spent addressing literacy initiatives and lowers teachers' perceptions about how helpful coaches are.<sup>36</sup>

## 6. When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels.<sup>37</sup>

**Conferencing.** Coaches and teachers hold one-on-one conferences for numerous purposes<sup>38</sup>, including the following:

- to determine specific purposes for collaborations between the literacy coach and the teacher
- to analyze the critical instructional elements and benefits of a lesson taught by the coach to demonstrate a specific strategy or scaffolding technique
- to analyze the critical instructional elements and benefits of a lesson taught by the teacher
- to examine and select appropriate texts and materials for specific lessons and/or students
- to evaluate and make changes to the literacy environment of the classroom
- to discuss assessment results to determine instructional needs and plan instruction for the whole class, small groups of students, and individual students, particularly when the teacher is concerned about the progress of one or more students<sup>39</sup>

**Modeling.** Coaches engage in modeling for numerous purposes, including the following<sup>40</sup>:

- to enable teachers to learn how instructional practices work with their own students, giving them confidence to implement these practices to demonstrate how appropriate pacing, scaffolding, and materials contribute to students' engagement and learning
- to provide teachers with opportunities to observe and document student's literacy behaviors and response to instruction to demonstrate how to administer assessments and use data to inform instruction

**Observing.** Coaches engage in observation for numerous purposes, determined in collaboration with teachers<sup>41</sup>, including the following:

- to observe and document specific literacy behaviors of students whose progress is of concern to the teacher
- to observe how literacy instructional practices are being implemented across the school to inform

future professional development efforts at the school, grade, or individual teacher level

- to observe a teacher's instruction in order to provide support related to various aspects of instruction (e.g., planning, scaffolding, pacing, selecting materials, grouping, assessing progress toward instructional objectives)

**Co-planning.** Coaches and teachers co-plan<sup>42</sup> instruction in order to:

- help build collaborative relationships as both coach and teacher are seen as important contributors to the process
- ensure that instructional planning includes delineating learner outcomes, selecting appropriate practices, determining grouping options, and developing outcome-based assessment
- inform additional support from the coach which may include modeling, co-teaching, and/or observation of the co-planned instruction
- use assessment data to meet the instructional needs of students

## 7. Effective literacy coaches are integral members of literacy leadership teams at the school and/or district level.<sup>43</sup>

**Literacy coaches serve as literacy leaders within their schools<sup>44</sup> by:**

- providing grade/team-level professional development
- collaborating with special educators about literacy instruction for students who have special needs<sup>45</sup>
- serving on school committees that focus on literacy-related and student achievement issues, including being a member of the intervention and student support teams<sup>46</sup>
- working with administrators and other teachers to establish a school-wide literacy vision and to develop/refine and manage the school's literacy program
- analyzing data and help teachers use the data to make decisions<sup>47</sup>
- serving as a liaison between the district and their schools by attending district-level meetings/workshops and sharing the information with the appropriate stakeholders (e.g., administrators, teachers, support personnel).

- 1 Blachowicz, C. L. Z., Obrochta, C., & Fogelberg, E. (2005). Literacy coaching for change. *Educational Leadership*, 62(6), 55-58; Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development; Matsumura, L. C., Garnier, H. E., Correnti, R., Junker, B., & Bickel, D. D. (2010). Investigating the effectiveness of a comprehensive literacy coaching program in schools with high teacher mobility. *The Elementary School Journal*, 111(1), 35-62; Salzman, J. A., Rosemary, C. A., Newman, D. O., Clay, D. A., & Lenhart, L. A. (2008, April). *Connecting teacher practice to improvement in student reading achievement in Ohio's Reading First Schools*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY; Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, 111(1), 141-163.
- 2 Neufeld, B., & Roper, D. (2003). *Coaching: A strategy for developing institutional capacity, promises, and practicalities*. Washington, DC: Aspen Institute Program on Education. Providence, RI: Annenberg Institute for School Reform. Retrieved from <http://www.annenberginstitute.org/sites/default/files/product/268/files/Coaching.pdf>.
- 3 Bemby, K. L., Jordan, H. R., Gomez, E., Anderson, M., & Mendro, R. L. (1998, April). *Policy implications of long-term teacher effects on student achievement*. Dallas, TX: Dallas Public Schools; Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 73, 89-122; Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>
- 4 Bean, R. M., Kern, D., Goatley, V., Ortlieb, E., Shettel, J., Calo, K., . . . Cassidy, J. (2015). Specialized literacy professionals as literacy leaders: Results of a national survey. *Literacy Research and Instruction*, 54(2), 83-114; Calo, K. M., Sturtevant, E. G., & Kopfman, K. M. (2015). Literacy coaches' perspectives of themselves as literacy leaders: Results from a national study of K-12 literacy coaching and leadership. *Literacy Research and Instruction*, 54(1), 1-18.
- 5 Michigan Test for Teacher Certification, Fields 005: Reading and 092: Reading Specialist - Subarea I: Meaning and Communication; Standard 1 - International Reading Association. (2010). *Standards for reading professionals-Revised 2010*. Newark, DE: Author.
- 6 Michigan Test for Teacher Certification, Fields 005: Reading and 092: Reading Specialist - Subarea V: Assessment; Standard 3 - International Reading Association. (2010). *Standards for reading professionals-Revised 2010*. Newark, DE: Author.
- 7 Pogliinco, S. M., Bach, A. J., Hovde, K., Rosenblum, S., Saunders, M., & Supovitz, J. A. (2003). *The heart of the matter: The coaching model in America's choice schools*. Philadelphia: University of Pennsylvania Graduate School of Education, Consortium for Policy Research in Education; Michigan Test for Teacher Certification, Fields 005: Reading and 092: Reading Specialist - Subarea III: Skills and Processes and Subarea IV: Instruction; Standard 2 - International Reading Association. (2010). *Standards for reading professionals-Revised 2010*. Newark, DE: Author.
- 8 Michigan Test for Teacher Certification, Fields 005: Reading and 092: Reading Specialist - Subarea IV: Instruction; Standard 5 - International Reading Association. (2010). *Standards for reading professionals-Revised 2010*. Newark, DE: Author.
- 9 Bean, R. M., Kern, D., Goatley, V., Ortlieb, E., Shettel, J., Calo, K., . . . Cassidy, J. (2015). Specialized literacy professionals as literacy leaders: Results of a national survey. *Literacy Research and Instruction*, 54(2), 83-114; Calo, K. M., Sturtevant, E. G., & Kopfman, K. M. (2015). Literacy coaches' perspectives of themselves as literacy leaders: Results from a national study of K-12 literacy coaching and leadership. *Literacy Research and Instruction*, 54(1), 1-18; International Reading Association. (2004). *The role and qualifications of the reading coach in the United States. A position statement of the International Reading Association*. Newark, DE: Author. [Advocacy by Professional Literacy Organization]; Matsumura, L. C., Sartoris, M., Bickel, D. D., & Garnier, H. E. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly*, 45(5), 655-693.
- 10 Bean, R. M., Draper, J. A., Hall, V., Vandermolten, J., & Zigmond, N. (2010). Coaching in Reading First schools: A reality check. *The Elementary School Journal*, 111(1), 87-114; Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, 111(1), 141-163.
- 11 Elish-Piper, L., & L'Allier, S. (2010). Exploring the relationship between literacy coaching and student reading achievement in grades K-1. *Literacy Research and Instruction*, 49, 162-174; Elish-Piper, L., & L'Allier, S. (2011). Examining the relationship between literacy coaching and student reading gains in grades K-3. *The Elementary School Journal*, 112(1), 83-106.
- 12 The adult learning principles described were developed by Malcolm Knowles and discussed in Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2015). *The adult learner (9th ed.)*. New York, NY: Routledge. The following research formed the basis for these principles: Houle, C. O. (1961). *The inquiring mind*. Madison, WI: University of Wisconsin Press. *The inquiring mind reports on a research study about why adults engage in continuing education.*; Tough, A. (1971). *The adult's learning projects*. Toronto, Ontario: Institute for Studies in Education.
- 13 Calo, K. M., Sturtevant, E. G., & Kopfman, K. M. (2015). Literacy coaches' perspectives of themselves as literacy leaders: Results from a national study of K-12 literacy coaching and leadership. *Literacy Research and Instruction*, 54(1), 1-18.
- 14 Michigan Test for Teacher Certification, Field 092: Reading Specialist - Subarea VI: Professional, Program, and Curriculum Development; Standard 6 - International Reading Association. (2010). *Standards for reading professionals-Revised 2010*. Newark, DE: Author.
- 15 Calo, K. M., Sturtevant, E. G., & Kopfman, K. M. (2015). Literacy coaches' perspectives of themselves as literacy leaders: Results from a national study of K-12 literacy coaching and leadership. *Literacy Research and Instruction*, 54(1), 1-18; Pogliinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., & Supovitz, J. (2003). *The heart of the matter: The coaching model in America's Choice schools*. Philadelphia: University of Pennsylvania Graduate School of Education, Consortium for Policy Research in Education; Standard 6 - International Reading Association. (2010). *Standards for reading professionals-Revised 2010*. Newark, DE: Author.
- 16 Calo, K. M., Sturtevant, E. G., & Kopfman, K. M. (2015). Literacy coaches' perspectives of themselves as literacy leaders: Results from a national study of K-12 literacy coaching and leadership. *Literacy Research and Instruction*, 54(1), 1-18; Rainville, K. N., & Jones, S. (2008). Situated identities: Power and positioning in the work of a literacy coach. *The Reading Teacher*, 61(6), 440-448.
- 17 Rainville, K. N., & Jones, S. (2008). Situated identities: Power and positioning in the work of a literacy coach. *The Reading Teacher*, 61(6), 440-448.
- 18 Costa, A. L., & Garmston, R. J. (2003). *Cognitive Coaching in retrospect: Why it persists*. Highlands Ranch, CO: Center for Cognitive Coaching; L'Allier, S. K., & Elish-Piper, L. (2009, May). *Literacy coaching in three school districts: Examining the effects of literacy coaching on student reading achievement*. Paper presented at the annual conference of the International Reading Association, Minneapolis, MN; Perkins, S. J. (1998). On becoming a peer coach: Practices, identities, and beliefs of inexperienced coaches. *Journal of Curriculum and Supervision*, 13(3), 235-254; Rainville, K. N., & Jones, S. (2008). Situated identities: Power and positioning in the work of a literacy coach. *The Reading Teacher*, 61(6), 440-448; Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, 111(1), 141-163.
- 19 Bean, R. M., Draper, J. A., Hall, V., Vandermolten, J., & Zigmond, N. (2010). Coaching in Reading First schools: A reality check. *The Elementary School Journal*, 111(1), 87-114; Rainville, K. N., & Jones, S. (2008). Situated identities: Power and positioning in the work of a literacy coach. *The Reading Teacher*, 61(6), 440-448.
- 20 Bean, R. M., Draper, J. A., Hall, V., Vandermolten, J., & Zigmond, N. (2010). Coaching in Reading First schools: A reality check. *The Elementary School Journal*, 111(1), 87-114; Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, 111(1), 141-163.
- 21 Bean, R. M., Belcastro, B., Draper, J., Jackson, V., Jenkins, K., Vandermolten, J., . . . Kenavey, L. (2008). *Literacy coaching in Reading First schools: The blind men and the elephant*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.
- 22 Gibson, S. A. (2006). Lesson observation and feedback: The practice of an expert reading coach. *Reading Research and Instruction*, 45(4), 295-318.
- 23 Bean, R. M., Draper, J. A., Hall, V., Vandermolten, J., & Zigmond, N. (2010). Coaching in Reading First schools: A reality check. *The Elementary School Journal*, 111(1), 87-114; Biancarosa, G., Bryk, A. S., & Dexter, E. R. (2010). Assessing the value-added effects of Literacy Collaborative professional development on student learning. *The Elementary School Journal*, 111(1), 7-34; Matsumura, L. C., Garnier, H. E., Correnti, R., Junker, B., & Bickel, D. D. (2010). Investigating the effectiveness of a comprehensive literacy coaching program in schools with high teacher mobility. *The Elementary School Journal*, 111(1), 35-62; Matsumura, L. C., Garnier, H. E., & Spybrook, J. (2013). Literacy coaching to improve student reading achievement: A multi-level mediation model. *Learning and Instruction*, 25, 35-48; Walpole, S., McKenna, M. C., Uribe-Zarain, X., & Lamitina, D. (2010). The relationships between coaching and instruction in the primary grades: Evidence from high-poverty schools. *The Elementary School Journal*, 111(1), 115-140.
- 24 Corcoran, T., Fuhrman, S. H., & Belcher, C. L. (2001). The district role in instructional improvement. *Phi Delta Kappan*, 83(1), 78-84.
- 25 Matsumura, L. C., Sartoris, M., Bickel, D. D., & Garnier, H. E. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly*, 45(5), 655-693.
- 26 Burch, P., & Spillane, J. P. (2003). Elementary school leadership strategies and subject matter: Reforming mathematics and literacy instruction. *The Elementary School Journal*, 103(5), 519-535.
- 27 Calo, K. M., Sturtevant, E. G., & Kopfman, K. M. (2015). Literacy coaches' perspectives of themselves as literacy leaders: Results from a national study of K-12 literacy coaching and leadership. *Literacy Research and Instruction*, 54(1), 1-18; Matsumura, L. C., Sartoris, M., Bickel, D. D., & Garnier, H. E. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly*, 45(5), 655-693.
- 28 Matsumura, L. C., Sartoris, M., Bickel, D. D., & Garnier, H. E. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly*, 45(5), 655-693.
- 29 De Alba-Johnson, N., Rodriguez, M., Arias, L., Johnson, C. Z., McConnell, S., McEvoy, M. et al. (2004, April). *Is professional training enough? The effect of coaching in the practice of early literacy instruction*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA; Neuman, S. B., & Wright, T. S. (2010). Promoting language and literacy development for early childhood education: A mixed-methods study of coursework and coaching. *The Elementary School Journal*, 111(1), 63-86; Salzman, J. A., Rosemary, C. A., Newman, D. O., Clay, D. A., & Lenhart, L. A. (2008, April). *Connecting teacher practice to reading achievement in Ohio's Reading First Schools*. Paper presented at the meeting of the American Educational Research Association, New York, NY.
- 30 Blachowicz, C. L. Z., Obrochta, C., & Fogelberg, E. (2005). Literacy coaching for change. *Educational Leadership*, 62(6), 55-58; Gibson, S. A. (2006). Lesson observation and feedback: The practice of an expert reading coach. *Reading Research and Instruction*, 45(4), 295-318; Matsumura, L. C., Garnier, H. E., Correnti, R., Junker, B., & Bickel, D. D. (2010). Investigating the effectiveness of a comprehensive literacy coaching program in schools with high teacher mobility. *The Elementary School Journal*, 111(1), 35-62; Salzman, J. A., Rosemary, C. A., Newman, D. O., Clay, D. A., & Lenhart, L. A. (2008, April). *Connecting teacher practice to improvement in student reading achievement in Ohio's Reading First Schools*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- 31 Neufeld, B., & Roper, D. (2003). *Coaching: A strategy for developing institutional capacity, promises, and practicalities*. Washington, DC: Aspen Institute Program on Education. Providence, RI: Annenberg Institute for School Reform. Retrieved from <http://www.annenberginstitute.org/sites/default/files/product/268/files/Coaching.pdf>; Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, 111(1), 141-163.
- 32 Kinnucan-Welsch, K., Rosemary, C. A., & Grogan, P. R. (2006). Accountability by design in literacy professional development. *The Reading Teacher*, 59(5), 426-435; Stephens, D., Morgan, D. N., DeFord, D. E., Donnelly, A., Hamel, E., Keith, K. J., . . . Leigh, S. R. (2011). The impact of literacy coaches on teachers' beliefs and practices. *Journal of Literacy Research*, 43(3), 215-249.
- 33 Bean, R. M., Draper, J. A., Hall, V., Vandermolten, J., & Zigmond, N. (2010). Coaching in Reading First schools: A reality check. *The Elementary School Journal*, 111(1), 87-114.
- 34 Elish-Piper, L., & L'Allier, S. (2011). Examining the relationship between literacy coaching and student reading gains in grades K-3. *The Elementary School Journal*, 112(1), 83-106.
- 35 Bean, R. M., Draper, J. A., Hall, V., Vandermolten, J., & Zigmond, N. (2010). Coaching in Reading First schools: A reality check. *The Elementary School Journal*, 111(1), 87-114; Camburn, E. M., Kimball, S. M., & Lowenhaupt, R. (2008). Going to scale with teacher leadership: Lessons learned from a districtwide literacy coach initiative. In M. M. Mangin & S. R. Stoebling (Eds.), *Effective teacher leadership: Using research to inform and reform* (pp. 120-143). New York: Teachers College Press; Matsumura, L. C., Garnier, H. E., & Spybrook, J. (2013). Literacy coaching to improve student reading achievement: A multi-level mediation model. *Learning and Instruction*, 25, 35-48.
- 36 Bean, R. M., Draper, J. A., Hall, V., Vandermolten, J., & Zigmond, N. (2010). Coaching in Reading First schools: A reality check. *The Elementary School Journal*, 111(1), 87-114; Matsumura, L. C., Sartoris, M., Bickel, D. D., & Garnier, H. E. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly*, 45(5), 655-693.
- 37 Elish-Piper, L. A., & L'Allier, S. K. (2010, April). *Literacy coaching and student reading and writing achievement in grades 1-7: Is there a relationship?* Presented at the annual meeting of the International Reading Association, Chicago, IL; Elish-Piper, L., & L'Allier, S. (2011). Examining the relationship between literacy coaching and student reading gains in grades K-3. *The Elementary*

- School Journal*, 112(1), 83-106; L'Allier, S. K., Elish-Piper, L., & Bean, R. M. (2010). What matters for elementary literacy coaching? Guiding principles for instructional improvement and student achievement. *The Reading Teacher*, 63(7), 544-554; Marsh, J. A., McCombs, J. S., Lockwood, J. R., Martorell, F., Gershwin, D., Nafel, S., . . . Grego, A. (2008). *Support literacy across the sunshine state: A study of Florida middle school reading coaches*. Santa Monica, CA: RAND.
- 38 Descriptions of conferencing can be found in many professional texts including the following: Costa, A. L., & Garmston, R. J. (2015). *Cognitive coaching: Developing self-directed leaders and learners* (3rd ed.). Lanham, MD: Rowman & Littlefield; Moran, C. K. (2007). *Differentiated literacy coaching: Scaffolding for student and teacher success*. Alexandria, VA: ASCD; Toll, C. A. (2014). *The literacy coach's survival guide: Essential questions and practical answers* (2nd ed.). Newark, DE: International Reading Association.
- 39 Descriptions of assessment-related coaching activities can be found in many professional texts including the following: Jay, A. B., & Strong, M. W. (2008). *A guide to literacy coaching: Helping teachers increase student achievement*. Thousand Oaks, CA: Corwin; Mraz, M., Algozzine, B., & Kissel, B. (2009). *The literacy coach's companion: PreK-3*. Thousand Oaks, CA: Corwin Press and Newark, DE: International Reading Association; Walpole, S., & McKenna, M. C. (2012). *The literacy coach's handbook: A guide to research-based practice* (2nd ed.). New York, NY: Guilford Press.
- 40 Descriptions of modeling can be found in many professional texts and articles including the following: Casey, K. (2011). Modeling lessons. *Educational Leadership*, 69(2), 24-29; Knight, J. (2009). Instructional coaching. In J. Knight (Ed.), *Coaching approaches and perspectives* (pp. 29-55). Thousand Oaks, CA: Corwin Press; Moran, C. K. (2007). *Differentiated literacy coaching: Scaffolding for student and teacher success*. Alexandria, VA: ASCD.
- 41 Descriptions of observations of teacher practice can be found in many professional texts including the following: Bean, R. M., & Ippolito, J. (2016). *Cultivating coaching mindsets: An action guide for literacy leaders*. West Palm Beach, FL: Learning Sciences; Jay, A. B., & Strong, M. W. (2008). *A guide to literacy coaching: Helping teachers increase student achievement*. Thousand Oaks, CA: Corwin Press; Puig, E. A., & Froelich, K. S. (2011). *The literacy coach: Guiding in the right direction* (2nd ed.). Boston, MA: Pearson.
- 42 Descriptions of co-planning can be found in many professional texts and articles including the following: Casey, K. (2006). *Literacy coaching: The essentials*. Portsmouth, NH: Heinemann; Moran, C. K. (2007). *Differentiated literacy coaching: Scaffolding for student and teacher success*. Alexandria, VA: ASCD; Murawski, W. W. (2012). 10 tips for using co-planning time more efficiently. *Teaching Exceptional Children*, 44(4), 8-15.
- 43 Bean, R. M., Kern, D., Goatley, V., Ortlieb, E., Shettel, J., Calo, K., . . . Cassidy, J. (2015). Specialized literacy professionals as literacy leaders: Results of a national survey. *Literacy Research and Instruction*, 54(2), 83-114; Calo, K. M., Sturtevant, E. G., & Kopfman, K. M. (2015). Literacy coaches' perspectives of themselves as literacy leaders: Results from a national study of K-12 literacy coaching and leadership. *Literacy Research and Instruction*, 54(1), 1-18; Standard 6 - International Reading Association. (2010). *Standards for reading professionals-Revised 2010*. Newark, DE: Author.
- 44 Matsumura, L. C., Sartoris, M., Bickel, D. D., & Garnier, H. E. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly*, 45(5), 655-693; Michigan Test for Teacher Certification, Field 092: Reading Specialist - Subarea VI: Professional, Program, and Curriculum Development.
- 45 Bean, R. M., Draper, J. A., Hall, V., Vandermolen, J., & Zigmond, N. (2010). Coaching in Reading First schools: A reality check. *The Elementary School Journal*, 111(1), 87-114; Bean, R., & Lillenstein, J. (2012). Response to Intervention and the changing roles of schoolwide personnel. *The Reading Teacher*, 65(7), 491-501.
- 46 Bean, R., & Lillenstein, J. (2012). Response to Intervention and the changing roles of schoolwide personnel. *The Reading Teacher*, 65(7), 491-501.
- 47 Bean, R., & Lillenstein, J. (2012). Response to Intervention and the changing roles of schoolwide personnel. *The Reading Teacher*, 65(7), 491-501.

## Process for Development and Review

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. The Task Force included representatives from the following organizations, although their participation does not necessarily indicate endorsement by the organization they represent:

Early Childhood Administrators' Network, Michigan Association of Intermediate School Districts

English Language Arts Leadership Network of Michigan Association of Intermediate School Districts

General Education Leadership Network of Intermediate School Districts in Michigan

Kalamazoo Public Schools

Michigan Association for Computer Users in Learning

Michigan Association of Intermediate School Administrators

Michigan Association of Supervisors of Special Education

Michigan Department of Education

Michigan Elementary and Middle School Principals Association

Michigan's Integrated Behavior and Learning Support Initiative

Michigan Reading Association

Michigan State University

Michigan Virtual University

Reading NOW Network

Regional Educational Media Centers Association of Michigan

Southwest Michigan Reading Council

Technology Readiness Infrastructure Grant

University of Michigan

Feedback on drafts of the document was elicited from other stakeholders, resulting in a number of revisions to the document.

