

***Leading for Reading***  
**AN INTRODUCTORY GUIDE FOR**  
**K–3 READING COACHES**  
**PARTICIPANT’S GUIDE**

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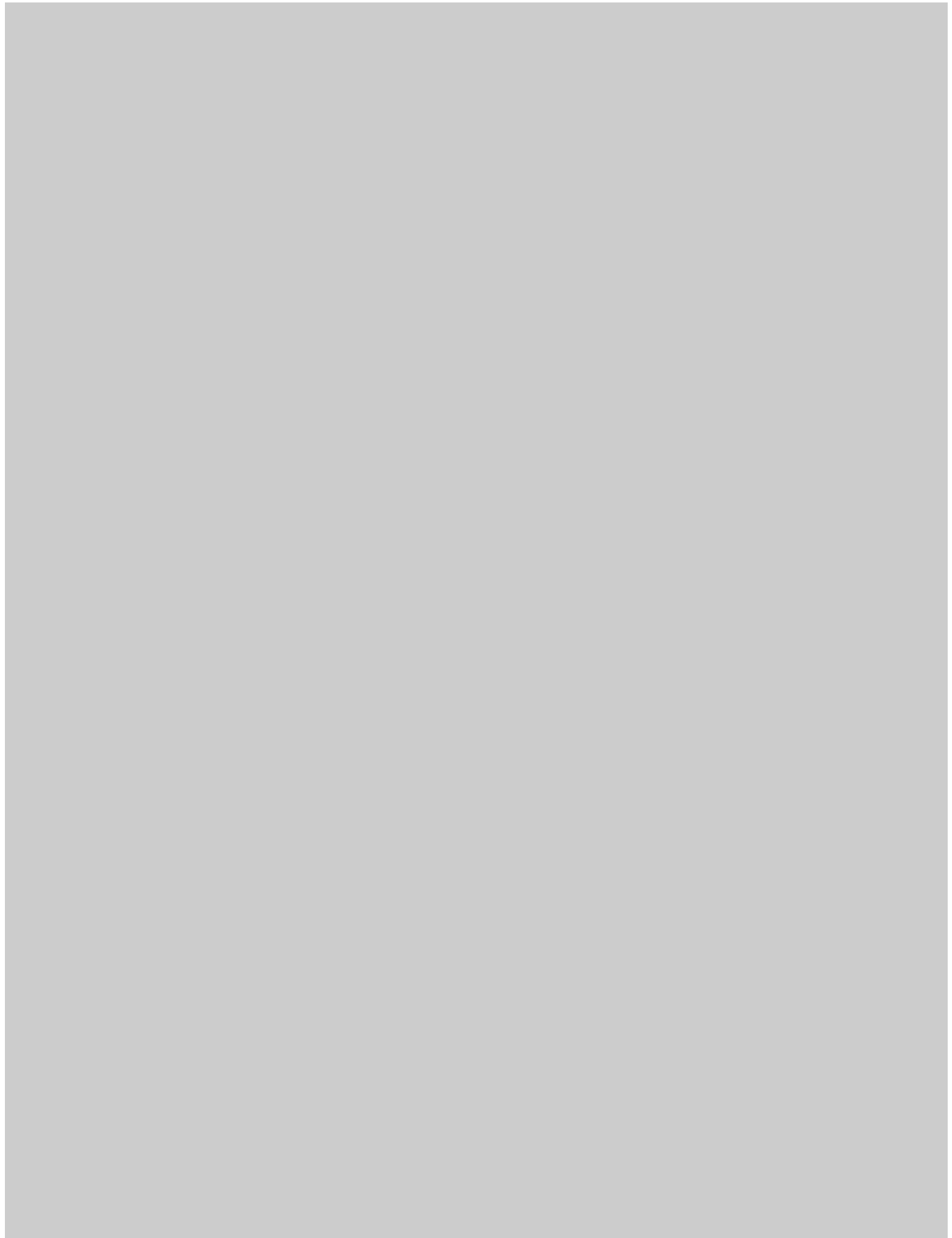
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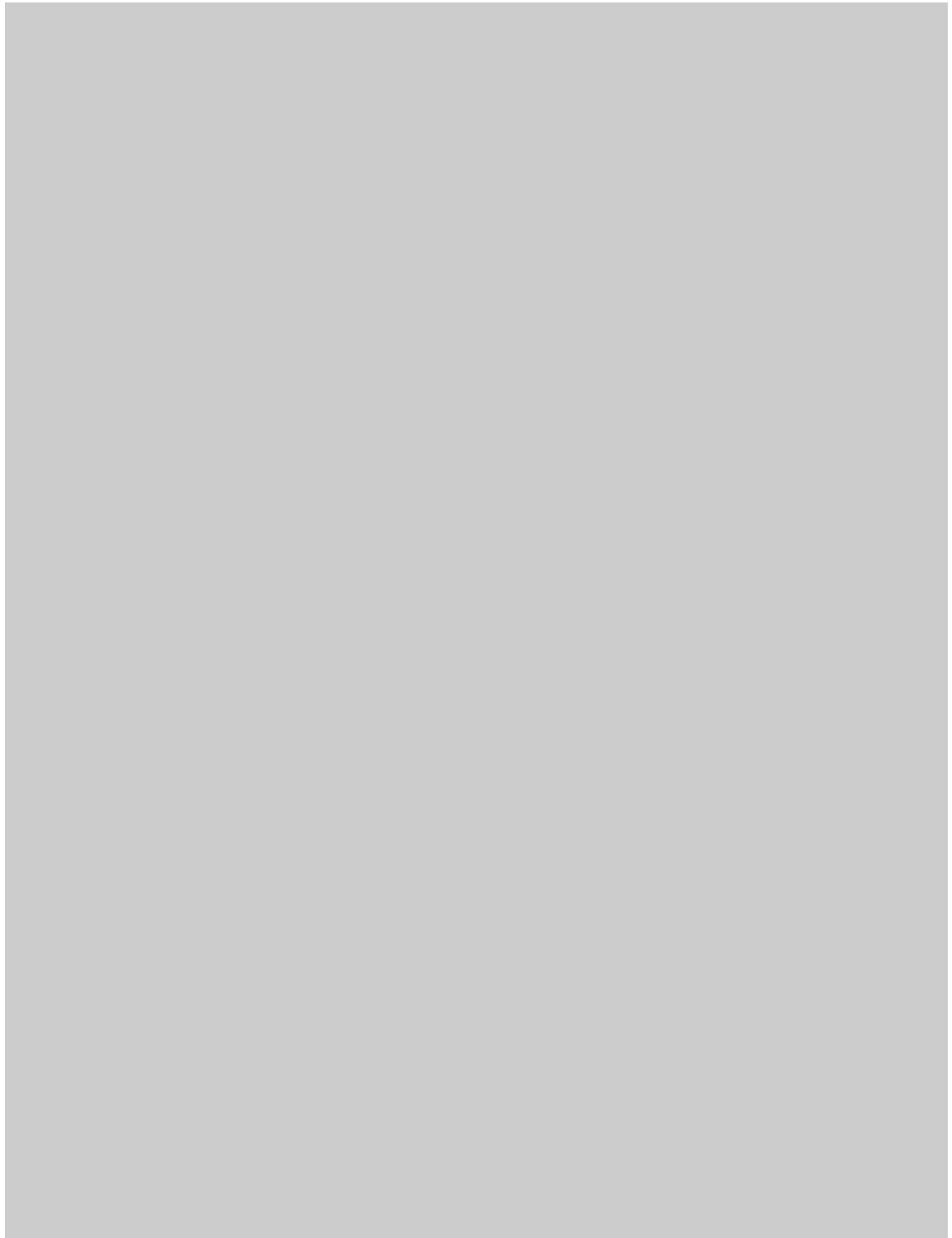


# INTRODUCTION

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HOW TO  
USE THIS  
GUIDE





## INTRODUCTION: HOW TO USE THIS GUIDE

Welcome to *Leading for Reading: An Introductory Guide for K–3 Reading Coaches*. This guide is based on converging evidence from scientifically based reading research. As coaches take the lead in improving classroom reading instruction and student outcomes in reading, their effectiveness will be enhanced through active participation in this professional development opportunity. For best results, the objectives below should be met within a year of receiving the materials. Success may be measured by the resulting improvements in student reading achievement.

### **Purpose**

As they are the essential link between reading research, teachers, and student results, coaches must be well prepared. The purpose of *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* is to aid in this preparation. The *Leading for Reading* model combines the best information on reading development and coaching implementation. Suggestions are made and resources are listed to provide the continuous learning necessary to sustain quality coaching.

This guide adheres to practices shown to enhance coaches' strengths in:

- Applying scientifically based reading research (SBRR);
- Using scientifically based reading instruction (SBRI);
- Driving instruction based on assessments of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- Modeling techniques for improving reading instruction; and
- Implementing a site-specific plan to improve K–3 reading achievement.

It also adheres to the recommendations made by Neufeld and Roper in the National Staff Development Council's *Results* publication in October 2003. To prepare coaches well, these authors suggest professional development that:

- Ensures that principals and coaches understand the big picture of reading reform;
- Develops a strong, focused, coherent orientation program;
- Delivers differentiated professional development based on coaches' experience;
- Directs attention to the learning needs of special populations of students;
- Establishes a consistent message for administrators, coaches, and teachers; and
- Enables some coaches to become "coach leaders."

### **Organizing Framework**

*Leading for Reading* is divided into eight chapters (Chapter 9 is the Glossary; Chapter 10 lists sources):

- Chapter 1 Defining the K–3 Coaching Process
- Chapter 2 Providing On-Site Professional Development
- Chapter 3 Incorporating the Five Essential Components of Scientifically Based Reading Instruction
- Chapter 4 Delivering Scientifically Based Reading Instruction
- Chapter 5 Promoting Assessment-Driven Reading Instruction
- Chapter 6 Improving Instructional Effectiveness
- Chapter 7 Building Instructional Leadership
- Chapter 8 Sustaining Reading Improvement

The first two chapters give an overview of reading reform (U.S. Department of Education, n.d.) and how coaching complements reform efforts. Chapters 3 and 4 explore systematic and explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension (Armbruster, Lehr, & Osborn, 2001) as the basis of scientifically based reading instruction. Communication techniques for coaching teachers in delivering effective instruction and/or intervention, informed by an analysis of student assessments, comprise the content for Chapters 5 and 6 (Killion & Harrison, 1997). The final two chapters discuss the importance and necessity of multi-level communication and collaboration to initiate changes and sustain reading improvements (Lyons & Pinnell, 2001). Permission has been granted from materials credited throughout the *Participant's Guide*. The sources listed in the Appendix contributed greatly to the content and organization of this professional development.

Although their content differs, each chapter includes:

- Chapter objective;
- Important information in a question-driven format;
- References—research articles and other resources used in developing the chapter; and
- Reproducible handouts, checklists, and worksheets that coaches can use in their schools.

The guide is paginated by chapter number, a period, and the sequential page number. Phrases in bold type indicate important points. Underlined words indicate that the word or phrase is included in the Glossary (Chapter 9).

Each chapter also contains icons to cue enrichment to the written text.

- *Watch a Video Clip* brings reflections from administrators or coaches on actual experiences with the coaching model, as well as insights from K–3 teachers.
- *Process & Practice* activities offer process and practice opportunities for participants.

The facilitator's notes and supports to guide the *Leading for Reading* professional development sessions are presented both on the DVD and in a hard copy.

Since modeling is a basic tenet of coaching, notes will prompt the facilitator to post the underlined terms in the text on a Vocabulary Word Wall during the training sessions. Learning centers with resources for differentiated professional development are provided for each chapter. The most important modeling, however, occurs through the facilitator's engagement of participants in actively processing these activities.

### ***How to Use This Participant's Guide***

Reading coaches are selected based on their experience, depth of knowledge about reading, and on their ability to communicate with their peers. A lead reading coach with a depth of knowledge about the reading process and skill in collaboration would be the best facilitator for the *Leading for Reading* professional development. Although participants may review the subject matter individually, creating opportunities to practice communication and be a part of a learning community requires that this guide be presented in a multi-day workshop format during which coaches engage and interact with content and materials. Suggestions for a four- or five-day format are listed below.

### ***Leading for Reading: An Introductory Guide for K–3 Reading Coaches*** **Professional Development Four-Day Format**

Day One	Day Two	Day Three	Day Four
Introduction Chapter 1—Defining Coaching Chapter 2—On-Site Professional Development	Chapter 3—The Five Reading Components Chapter 4—Scientifically Based Reading Instruction	Chapter 5—Assessment-Driven Instruction Chapter 6—Instructional Effectiveness	Chapter 7—Instructional Leadership Chapter 8—Sustaining Reading Improvement



The four-day format would be most appropriate for coaches who are comfortable with the five essential components of scientifically based reading instruction and simply need a refresher to confirm their knowledge of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

***Leading for Reading: An Introductory Guide for K–3 Reading Coaches***  
**Professional Development Five-Day Format – Example A**

Day One	Day Two	Day Three	Day Four	Day Five
Introduction Chapter 1—Defining Coaching Chapter 2—On-Site Professional Development	Chapter 3—The Five Reading Components	Chapter 4—Scientifically Based Reading Instruction	Chapter 5—Assessment-Driven Reading Instruction Chapter 6—Instructional Effectiveness	Chapter 7—Instructional Leadership Chapter 8—Sustaining Reading Improvement

The five-day format shown in Example A would be most appropriate for coaches who need a stronger background in the five essential components of scientifically based reading instruction and need to learn how to identify effective reading instruction in the classroom setting.

***Leading for Reading: An Introductory Guide for K–3 Reading Coaches***  
**Professional Development Five-Day Format – Example B**

Day One	Day Two	Day Three	Day Four	Day Five
Introduction Chapter 1—Defining Coaching Chapter 2—On-Site Professional Development	Chapter 3—The Five Reading Components Chapter 4—Scientifically Based Reading Instruction	Chapter 5—Assessment-Driven Reading Instruction	Chapter 6—Instructional Effectiveness	Chapter 7—Instructional Leadership Chapter 8—Sustaining Reading Improvement

For districts where the coaches have strong reading knowledge but need additional professional development in data analysis and communication, the five-day format in Example B offers another option. In either scenario, the five-day model provides additional practice in the collaborative skills of coaching and in differentiating content based on school-specific data.

Principal participation in the *Leading for Reading* training would be excellent. If attendance every day is not possible, principals may be strongly encouraged to attend at least the last day of training with the coach. These final sessions cover sustaining gains in reading achievement through the efforts of the instructional leadership team. Identifying reading team members, drafting a reading component for a school improvement plan, and charting next steps will be more productive with a member of the school's administration present.

After *Leading for Reading* professional development, continuing connections with others undertaking the same work through in-district meetings, face-to-face study groups, or online seminars is strongly encouraged to allow coaches to share the wealth of experiences that accompany this work. Paraprofessional cadres, parent groups, and enrichment teachers all affect student reading; these groups may also benefit from formal interactions facilitated by coaches.

This workshop is designed to facilitate the beginning of a coach's career and would ideally be scheduled several weeks before the school year begins. Following this timeline, coaches can start their work with a better understanding of the big picture of reading reform in their schools. A stronger understanding of their role, combined with the necessary knowledge and skills, will give coaches a smoother introduction to the coaching process.

If coaching has already begun, this information will be beneficial to confirm research-based strategies and prompt collegial conversations about how the application looks in a particular school or district. Creating a community of learners among coaches is an effective way to address coaches' evolving learning needs while using their experience and expertise to build coaching capacity.

The reality of personnel changes, funding cycles, materials distribution, and other events may prevent an ideal approach. Flexibility is the key to quality coaching. This guide can be used in a variety of ways:

- Use it as a study group tool with other coaches. A chapter per week could prompt positive exchanges.
- Select materials appropriate for use with individual teachers or groups and use the *Participant's Guide* to provide topic-specific professional development. Individual chapters may be downloaded from the COI website ([www.centeroninstruction.org](http://www.centeroninstruction.org)).
- Read the information independently for self-study and complete the activities which extend and reinforce the information.

Whatever method is used, the following coaching outcomes represent the intent for the *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* model:

### ***Coaches' Objectives***

- Reading coaches will adopt the goals and principles of *Leading for Reading* coaching model in their schools to improve student achievement in reading.
- Reading coaches will build their knowledge and use their expertise to plan, deliver, follow up, and evaluate on-site professional development at their schools to improve teacher practice and student achievement.
- Reading coaches will use their knowledge and expertise in scientifically based reading research (SBRR) to improve reading instruction and students' reading achievement.
- Reading coaches will use their knowledge of methods and procedures to deliver scientifically based reading instruction (SBRI).
- Reading coaches will apply the effective use of assessment data to inform reading instruction.
- Reading coaches will improve their communication skills to maximize support for classroom teachers and the effectiveness of student instruction.
- Reading coaches will promote collaborative relationships at the district and school levels and build collaborative cultures to improve the implementation of instructional reading practices and programs.
- Reading coaches will work to build an infrastructure to sustain scientifically based coaching and its positive results for students and teachers.

As with the *Leading for Reading* project objectives, it is hoped that the coaches' outcomes will occur within one school year following the professional development. Success may be measured by the resulting improvements in student reading achievement.



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It takes commitment to learn new competencies and courage to share those competencies with others. Teachers' efforts to improve the education for all children are multiplied when they assume the role of coach. This *Participant's Guide* is designed to make your journey successful.

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