

Role of the Literacy Coach

A literacy coach's chief professional responsibility is to bring evidence-based, researched literacy practices into classrooms by working with teachers and school leaders. The focus is one-on-one and small group support for teachers and school leaders around evidence-based literacy strategies and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and building teacher capacity in schools.

1. Curriculum Specialist

- a. Support implementation of adopted curriculum and alignment to the NGLS
 - i. Familiarize teachers with the BPS Reading Department website, especially the instructional guides.
 - 1) Point out and explain linked materials in instructional guides.
 - 2) Draw attention to and provide guidance for TNTP Acceleration Guidance Document
 - ii. Ensure teachers know how to access relevant websites, such as Think-Central, iReady, Lexia, mClass (DIBELS 8) MobyMax, McGraw-Hill (for DI teachers) and Step Up to Writing.
 - iii. Ensure students and teachers have the necessary hard copy materials through an organized, systematic materials distribution plan.
 - iv. Keep a copy of all reading orders and packing slips for your own records, and so you can reconcile what has been requested to what has been received.
 - 1) Ensure to give building clerks packing slips to complete Munis PO receiving.
 - 2) Follow up with vendors and CAI if missing materials or order errors
- b. Assist teachers in blending content knowledge with technology
 - i. Be available during class times to provide teachers with tech support. As needed, research issues and their solutions to provide teachers with support.
 - ii. Attend synchronous or asynchronous trainings on all platforms teachers are expected to use, including Schoology, Lexia, iReady, myON, TEAMs, Moby Max, Nearpod, PlayPosit, etc.
 - iii. Create technology-based resources for teachers, such as converting PowerPoints into Nearpod lessons.
- c. Assess the skilled fidelity of curricular implementation
 - i. Use data reports from DIBELS 8, myON, MobyMax, Lexia, iReady etc. to assist teachers in planning lessons.
 - ii. Check progress monitoring on a regular basis.
 - iii. Keep a list of students in the various RtI groups and/or school-based lists for students to move NYS levels. Use the list to monitor student progress with teachers and administrators and to determine if changes are needed.
 - iv. Observe and model parts of literacy lessons and provide feedback and guidance regarding curricular implementation.
- d. Foster District literacy initiatives at the building level (e.g., Instructional Priorities)
 - i. Provide individualized coaching to teachers regarding district instructional priorities, including modeling lessons, observing lessons and providing feedback, co-planning lessons, etc.
 - ii. When presenting or meeting with teachers, refer to the District literacy initiatives to show connections.

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2. Instructional Specialist

- a. Increase the quality and effectiveness of classroom instruction
 - i. Assist with lesson planning using Coaching Tool
 - 1) Implement during GLMs or CPTS and individual coaching sessions.
 - ii. Observe in classrooms; debrief with teachers and give specific feedback
 - iii. Support others in building their teaching skills, assist others in applying new knowledge, and provide ongoing professional development.
 - 1) Conduct individualized coaching cycles that include observation of lessons, feedback, and modeling as needed.
 - 2) Be willing to assist all school personnel in improving their literacy knowledge, including SST, building administration, and teacher aides/assistants as directed by your building administrator.
- b. Align instruction with District's curriculum and instructional programs
 - i. Using the District instructional guides, model and co-plan with teachers in how to prepare lessons that meet the needs of all of the learners.
 - ii. Model how to use instructional program components and professional development session learning (I.e., LETRS) in lesson planning and lesson delivery.
- c. Model or co-teach effective strategies in classrooms with students.

3. Facilitator/Professional Developer

- a. Use student data to determine instructional needs
 - i. Have your own student data binders or a master for yourself and building administration.
 - ii. Schedule data review times; as the year progresses, checking and reviewing data points from DIBELS benchmark and progress monitoring data, Lexia and Moby Max data, iReady, school-based assessments, etc. becomes more important.
- b. Lead or co-lead grade level and common planning time meetings based on building administrators' requests.
- c. Design collaborative, technology-embedded, standards-based professional learning
 - i. Stay abreast of upcoming PDs; use PGS to assist you.
- d. Deliver, support, and assess professional development at the school
 - i. Familiarize yourself with your school's educational plans
 - ii. Communicate with your building administrator at least weekly to determine possible PD topics and/or teacher/grade level specific needs.
 - iii. Use data to determine possible topics; decide the amount of time that is needed to roll-out a PD and the necessary next steps to assist teachers in incorporating the new material into their instruction.
- e. Develop teachers' content knowledge and expertise through professional development opportunities and coaching conversations
 - i. With your building administrator, determine the method for noting your work with teachers.
 - ii. Coaching log is maintained on a weekly basis and is available as requested.

4. Data Specialist

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- a. Assist the leadership team to disaggregate student performance data, both formative and summative.
- b. As directed by your building administrator, guide data discussions with teachers during grade level meetings and facilitate the examination of student work - Keep an up-to-date data binder.
- c. As directed by your building administrator, ensure that student achievement data drives instructional decisions at the classroom level.
 - i. Guide instructional planning
 - ii. Differentiate instruction
- d. Plan with teachers for focused interventions to meet student needs following Rtl protocols.
- e. Analyze data to develop individual intervention plans for student support.
- f. Review progress monitoring data to determine effectiveness of support or whether modifications are needed.

5. Continual Learner

- a. Stay abreast of scientifically-based reading research.
 - i. Familiarize yourself with the historic literacy research conducted by the National Reading Panel (NRP) in 1999, as all of this research holds true today and has been replicated many times. The Reading League organization has many resources and videos associated with the NRP and on-going reading research.
 - ii. Read and be familiar with the content of the LETRS manuals and IMSE Orton-Gillingham.
 - iii. Read scholarly articles on facets of the science of reading relevant to your building's student population, such as reading instruction for English Language learners and students with special needs.
 - iv. Seek out and read articles on instructional best practices.
 - v. Familiarize yourself with suggested readings from the BPS District website and Reading Department website.
- b. Participate in professional development including conferences, visits to district model classrooms, certification work and other training.
- c. Take responsibility for one's own professional development to stay in step with, or preferably one step ahead of teachers with all technology platforms they are expected to use, or have access to for delivering instruction.