

Michigan Department of Education

# Early Literacy Coaching Model



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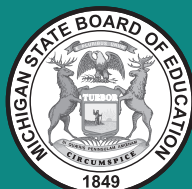
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# Contents

|  |    |
|--|----|
| Acknowledgements                               | 2  |
| Coaching Model Introduction                    | 4  |
| Coaching Continuum:                            | 5  |
| Coaching Model Continuum                       | 6  |
| Essential 1: Coaching Qualifications           | 6  |
| Essential 2: Apply Adult Learning Principles   | 8  |
| Essential 3: Build Collaborative Relationships | 10 |
| Essential 4: Commitment to Literacy            | 12 |
| Essential 5: Time with Teachers                | 14 |
| Essential 6: Coaching Activities               | 16 |
| Essential 7: Literacy Leadership Teams         | 20 |
| Early Literacy Coaching Model Resources:       | 22 |

## Coaching Model Introduction

May 2018

Welcome to the Michigan Department of Education Early Literacy Coaching Model. For Michigan to become a Top 10 education state in 10 years by 2025, we must focus on quality instruction and student outcomes. No matter where students live, they should have access to the same high-quality educational opportunities as any other student in Michigan. Likewise, teachers across the state should have equitable opportunities to learn and excel in their profession no matter where they live and teach.

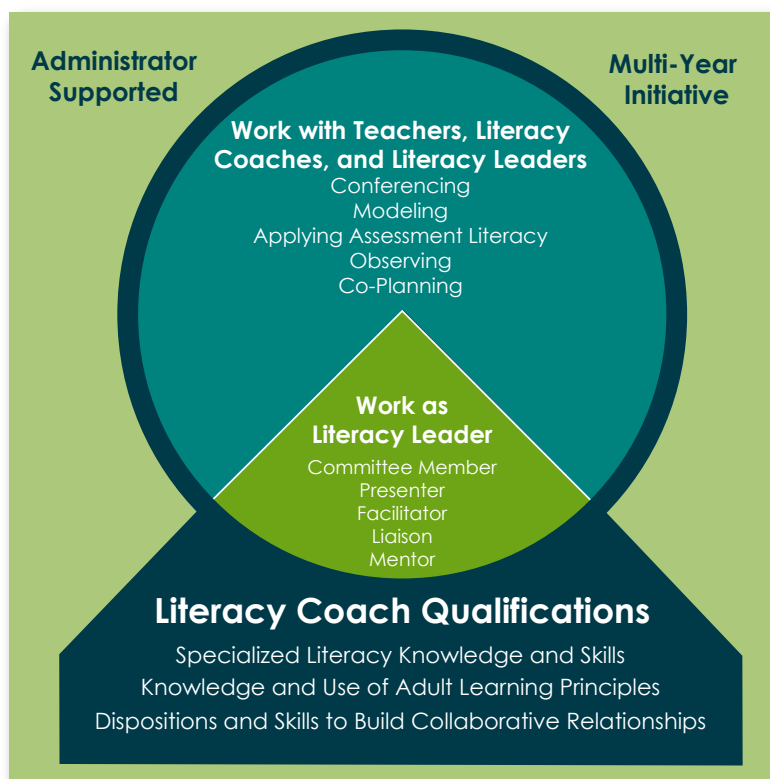
The Early Literacy Coaching Model was created in response to MCL.380.1280f also referred to as Michigan's Read by Grade Three Law. The model is aligned to the General Educational Leadership Network (GELN) Early Literacy Task Force (ELTF) Essential Coaching Practices in Elementary Literacy and supports the Essential Instructional Practices in Early Literacy. The purpose of the model is to support Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) to understand and implement research-supported literacy coaching practices that should support strong coaching programs and drive professional learning around literacy coaching 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. 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. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases.

The Early Literacy Coaching Model includes a graphic, coaching continuum, and resources.

### Coaching Model Graphic:

This graphic provides a visual road map of the literacy coaching model. A video introduction is available [here](#).

## Research-Supported Early Literacy Coaching Model



## Coaching Continuum:

The coaching continuum, found on the following pages, should be used in conjunction with the *Essential Coaching Practices in Elementary Literacy*. The indicators are intended to provide specific examples of behavior to guide growth in the practice of literacy coaching. **Coaches and leaders can use the continuum to imagine solutions and remove barriers towards successful coaching practices. The continuum should not be viewed as an evaluative rubric.**

The Early Literacy Coaching Model is based on the *Essential Coaching Practices for Elementary Literacy* and can be used in some of the following ways at an ISD, District, and Building Level to support literacy coaching that enhances classroom instruction and improves teacher expertise:

- When writing a job description for a K-3 literacy coach,
  - » Refer to Essential 1 when determining required and preferred qualifications
  - » Refer to Essentials 5 and 6 when describing primary position responsibilities
- When discussing/reviewing the K-3 literacy coach's schedule with the coach,
  - » Refer to Essentials 5, 6, and 7 to make sure there is the correct balance of time spent coaching teachers and on other literacy leadership tasks
- When determining how an administrator can best support the K-3 literacy coach,
  - » Refer to Essential 4
- When helping the K-3 literacy coach design a self-assessment,
  - » Refer particularly to Essentials 2, 3, 5, 6, and 7 to be sure that all key aspects of literacy coaching are included
- When reviewing the literacy coaching program at your school or within your district,
  - » Discuss all 7 Essentials with your coach/coaches to determine areas that need strengthening and steps that will be taken to address those areas

## Coaching Model Philosophy:

Based on the demands of the 21st century workforce, there is a sense of urgency and priority to improve literacy proficiency in Michigan. Given these demands, the state must adopt a systematic approach to literacy coaching. The literacy coaching model is a research-supported approach that sets forth the essentials of high quality coaching for Michigan educators. The model is designed to build both teacher and coach capacity and sustainability around effective literacy instruction and is evidence of Michigan's commitment to improve literacy in the state.

## Coaching Model Values/Guiding Principles:

The early literacy coaching model is guided by the following principles:

- All students should have access to high quality tier one instruction that includes the Essential Instructional Practices in Early Literacy.
- Literacy coaching is a form of high quality, job-embedded, professional learning and, in Michigan, should focus on the Essential Instructional Practices in Early Literacy.
- The early literacy coaching model is aligned to the *Essential Coaching Practices for Elementary Literacy* document.
- Literacy coaching is included as part of a school-wide system of learning supported by the *Essential School-Wide and Center-Wide Practices in Early Literacy* and is an administrator supported multi-year initiative.

## Coaching Model Desired Outcomes:

- Literacy coaching can provide powerful job-embedded ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise.
- Instructional capacity and sustainability within the schools increases.
- Through improving teacher expertise and the quality of core instruction, student achievement increases.

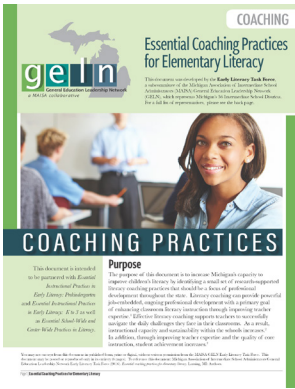




1. Effective literacy coaches have specialized literacy knowledge and skills beyond that of initial teacher preparation.

| Accomplished Use   | Developmental Use  | Ineffective Use   |
|--|--|---|
| <p>Literacy Coaches:</p> <ul style="list-style-type: none"> <li>• have an in-depth knowledge of both reading and writing processes and acquisition.</li> <li>• have an in-depth knowledge in how to 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.</li> <li>• have an in-depth knowledge of and appropriately use research-informed instructional practices (Essential Instructional Practices in Early Literacy K-3) to help all students develop literacy knowledge, skills, and abilities.</li> <li>• have an in-depth knowledge of adult learning principles.</li> <li>• are able to create a literate learning environment that shows an understanding of how the physical arrangement, materials, group work, routines, and motivational factors such as choice and purpose contribute to learning in today's diverse classrooms.</li> <li>• have successful classroom teaching experience at the Pre-K to 3 level as evidenced by positive student learning.</li> <li>• have a master's degree in literacy or reading and continually engage in professional development in evidence-based literacy instructional strategies.</li> </ul> | <p>Literacy Coaches:</p> <ul style="list-style-type: none"> <li>• are working toward an in-depth knowledge of reading and/or writing processes and acquisition.</li> <li>• are working toward an in-depth knowledge in some of the following; how to 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.</li> <li>• are working toward an in-depth knowledge and appropriate use of research-informed instructional practices (Essential Instructional Practices in Early Literacy K-3) to help all students develop literacy knowledge, skills, and abilities.</li> <li>• are working toward an in-depth knowledge of adult learning principles.</li> <li>• are working toward being able to create a literate learning environment that shows an understanding of how the physical arrangement, materials, group work, routines, and motivational factors such as choice and purpose in today's diverse classrooms.</li> <li>• have classroom teaching experience but not at the Pre-K to 3 level.</li> <li>• have completed advanced coursework in reading or have completed professional development in evidence-based literacy instructional strategies.</li> </ul> | <p>Literacy Coaches:</p> <ul style="list-style-type: none"> <li>• lack an in-depth knowledge of both reading and writing processes and acquisition.</li> <li>• lack an in-depth knowledge of how to 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.</li> <li>• lack in-depth knowledge or appropriate use of research-informed instructional practices (Essential Instructional Practices in Early Literacy K-3) to help all students develop literacy knowledge, skills, and abilities.</li> <li>• lack knowledge of adult learning principles.</li> <li>• are unable to create a learning environment that does not show an understanding of how the physical arrangement, materials, group work, routines, and motivational factors such as choice and purpose contribute to learning in today's diverse classrooms.</li> <li>• do not have classroom teaching experience.</li> <li>• have not completed advanced coursework or completed professional development in evidence-based literacy instructional strategies.</li> </ul> |

**Consistently** - engages in the behavior each time there is an opportunity to demonstrate the behavior  
**Inconsistently** - misses opportunities to demonstrate the behavior



## 2. Effective literacy coaches apply adult learning principles in their work.

### Essential 2: Apply Adult Learning Principles

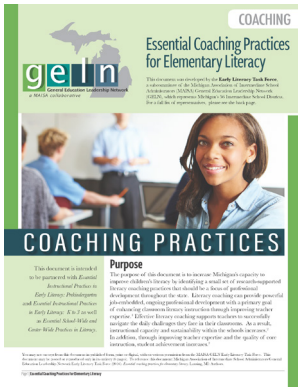
|                                  |   |
|----------------------------------|---|
| Citation of Research Used:       | Dunst, C. J., Trivette, C. M., & Hamby, D. W. (2010). Meta-analysis of the effectiveness of four adult learning methods and strategies. <i>International Journal of Continuing Education &amp; Lifelong Learning</i> , 3(1), 91-112.  |
| Definition:                      | <b>Effective literacy coaches apply their specialized knowledge about adult learning principles when working with educators.</b>  |
| Contribution to Desired Outcome: | When literacy coaches incorporate adult learning principles into their work, educators are more likely to <ul style="list-style-type: none"> <li>• incorporate the research-informed strategies about which they learn.</li> <li>• evaluate the results of the research-informed strategies they implement.</li> <li>• reflect on their own acquisition of knowledge and skills.</li> </ul> |



## 2. Effective literacy coaches apply adult learning principles in their work.

| Accomplished Use   | Developmental Use  | Ineffective Use   |
|--|--|---|
| <p>In partnership with teacher(s), the coach consistently:</p> <ul style="list-style-type: none"> <li>• supports educator interest by focusing their coaching on classroom instructional practices that foster student literacy development.</li> <li>• involves the educators with whom they work in the planning, implementation, and evaluation of their learning/ practice.</li> <li>• guides educators to reflect deeply on their practice, with particular attention to the benefits and obstacles related to the implementation of research-informed strategies with their learners.</li> <li>• assists educators to integrate new knowledge and research-informed strategies by providing explicit explanations about how new concepts and research-informed strategies are similar and different from concepts/strategies they currently know/use.</li> </ul> | <p>In partnership with teacher(s), the coach inconsistently:</p> <ul style="list-style-type: none"> <li>• supports educator interest by focusing their coaching on classroom instructional practices that foster student literacy development.</li> <li>• involves the educators with whom they work in the planning, implementation, and evaluation of their learning/ practice.</li> <li>• guides educators to reflect deeply on their practice, with particular attention to the benefits and obstacles related to the implementation of research-informed strategies with their learners.</li> <li>• assists educators to integrate new knowledge and research-informed strategies by providing explicit explanations about how new concepts and research-informed strategies are similar and different from concepts/strategies they currently know/use.</li> </ul> | <p>The coach does not:</p> <ul style="list-style-type: none"> <li>• support educator interest by focusing their coaching on classroom instructional practices that foster student literacy development</li> <li>• involve the educators with whom they work in the planning, implementation, and evaluation of their learning/ practice.</li> <li>• guide educators to reflect deeply on their practice and do not encourage teachers to pay particular attention to the benefits and obstacles related to the implementation of research-informed strategies with their learners.</li> <li>• assist educators to integrate new knowledge and research-informed strategies because they fail to provide explicit explanations about how new concepts and research-informed strategies are similar and different from concepts/ strategies the teachers currently know/use.</li> </ul> |

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# 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.

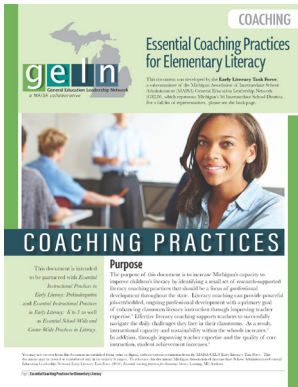
## Essential 3: Build Collaborative Relationships

|                                  |   |
|----------------------------------|---|
| Citation of Research Used:       | <p>Calo, K. M., Sturtevant, E. G., &amp; Kopfman, K. M. (2015). Literacy coaches' perspectives of themselves as literacy leaders: Results from a national study of K-12 literacy coaching and leadership. <i>Literacy Research and Instruction</i>, 54(1), 1-18.</p> <p>Gibson, S. A. (2006). Lesson observation and feedback: The practice of an expert reading coach. <i>Reading Research and Instruction</i>, 45(4), 295-318.</p> <p>Rainville, K. N., &amp; Jones, S. (2008). Situated identities: Power and positioning in the work of a literacy coach. <i>The Reading Teacher</i>, 61(6), 440-448.</p> <p>Vanderburg, M., &amp; Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. <i>The Elementary School Journal</i>, 111(1), 141-163.</p> |
| Definition:                      | <p><b>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.</b></p>   |
| Contribution to Desired Outcome: | <p>Creating and building a trusting environment allows teachers to take risks and try new things that will support student achievement without the fear of getting in trouble or doing something wrong.</p>   |

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.

| Accomplished Use   | Developmental Use  | Ineffective Use   |
|--|--|---|
| <p>In partnership with teacher(s), the coach consistently:</p> <ul style="list-style-type: none"> <li>uses 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).</li> <li>strives to determine the underlying beliefs about literacy of the teachers with whom they are working in order to develop collaborative relationships.</li> <li>engages in conversations with teachers, that is encouraging and supportive, not evaluative.</li> <li>positions themselves as co-learners and/or facilitators of teacher learning.</li> <li>intentionally collaborates with teachers to set specific goals for their work with a respect for teachers' time and expertise.</li> <li>demonstrates flexibility by being open to conversations and questions as they arise—conversations and questions that may lead to more intentional coaching.</li> <li>reflects—regarding their demonstration teaching, their observations of teacher's instruction, and the conversations they have with teachers.</li> </ul> | <p>In partnership with teacher(s), the coach inconsistently:</p> <ul style="list-style-type: none"> <li>uses 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).</li> <li>strives to determine the underlying beliefs about literacy of the teachers with whom they are working in order to develop collaborative relationships.</li> <li>engages in conversations with teachers that is encouraging and supportive, not evaluative.</li> <li>positions themselves as co-learners and/or facilitators of teacher learning.</li> <li>intentionally collaborates with teachers to set specific goals for their work with a respect for teachers' time and expertise.</li> <li>demonstrates flexibility by being open to conversations and questions as they arise—conversations and questions that may lead to more intentional coaching.</li> <li>reflects—regarding their demonstration teaching, their observations of teacher's instruction, and the conversations they have with teachers.</li> </ul> | <p>The coach does not:</p> <ul style="list-style-type: none"> <li>use 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).</li> <li>strive to determine the underlying beliefs about literacy of the teachers with whom they are working in order to develop collaborative relationships.</li> <li>engage in conversations with teachers that is encouraging and supportive, not evaluative.</li> <li>position themselves as co-learners and/or facilitators of teacher learning.</li> <li>intentionally collaborate with teachers to set specific goals for their work with a respect for teachers' time and expertise.</li> <li>demonstrate flexibility by being open to conversations and questions as they arise—conversations and questions that may lead to more intentional coaching.</li> <li>reflect—regarding their demonstration teaching, their observations of teacher's instruction, and the conversations they have with teachers.</li> </ul> |

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# 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.

## Essential 4: Commitment to Literacy

Citation of Research Used:

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.

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.

Definition:

**Early literacy coaching is done within a multi-year school-wide or district-wide initiative focused on student learning and is supported by building and district administrators.**

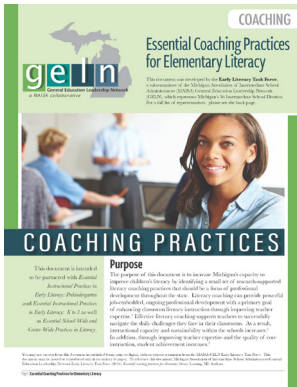
Contribution to Desired Outcome:

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, may require three to five years to show impact on student learning. Support from building and district administrators is evidenced in various ways.

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.

| Accomplished Use  | Developmental Use   | Ineffective Use  |
|---|---|--|
| <p>Most literacy coaching is aligned to school-wide or district-wide initiatives that focus on student literacy learning (e.g., implementation of the Essential Instructional Practices in Early Literacy).</p> <p>To promote a high level of participation in coaching, leaders consistently:</p> <ul style="list-style-type: none"> <li>• present the coach as a source of literacy expertise.</li> <li>• actively participate in professional development sessions designed for coaches and administrators.</li> <li>• actively participate in activities facilitated by the coaches (e.g., modeling instruction, conferring with teachers).</li> <li>• exhibit respect for the coaches as valued professionals.</li> <li>• give coaches autonomy over their schedules.</li> </ul> <p>To strongly support literacy coaches, leaders consistently:</p> <ul style="list-style-type: none"> <li>• present the coach as sources of literacy expertise to the teachers.</li> <li>• clearly describe and endorse the coaching foci to the teachers.</li> <li>• explicitly encourage teachers to work with their coach.</li> <li>• observe coaches' work with teachers.</li> <li>• explicitly communicate to coaches personally how much their work is valued.</li> </ul> | <p>Some literacy coaching is aligned to school-wide or district-wide initiatives that focus on student literacy learning (e.g., implementation of the Essential Instructional Practices in Early Literacy).</p> <p>To promote teacher participation in coaching, leaders inconsistently:</p> <ul style="list-style-type: none"> <li>• present the coach as a source of literacy expertise.</li> <li>• actively participate in professional development sessions designed for coaches and administrators.</li> <li>• actively participate in activities facilitated by the coaches (e.g., modeling instruction, conferring with teachers).</li> <li>• exhibit respect for the coaches as valued professionals.</li> <li>• give coaches autonomy over their schedules.</li> </ul> <p>To support literacy coaches, leaders inconsistently:</p> <ul style="list-style-type: none"> <li>• present the coach to the teachers.</li> <li>• clearly describe the coaching foci to the teachers.</li> <li>• explicitly encourage teachers to work with their coach.</li> <li>• observe the coaches' work with teachers.</li> <li>• explicitly communicate to coaches personally how much their work is valued.</li> </ul> | <p>Most literacy coaching is not aligned to school-wide or district-wide initiatives that focus on student literacy learning (e.g., implementation of the Essential Instructional Practices in Early Literacy).</p> <p>To promote teacher participation in coaching, leaders do not:</p> <ul style="list-style-type: none"> <li>• present the coach as a source of literacy expertise.</li> <li>• actively participate in the professional development sessions designed for coaches and administrators.</li> <li>• actively participate in activities facilitated by the coaches (e.g., modeling instruction, conferring with teachers).</li> <li>• exhibit respect for the coaches as valued professionals.</li> <li>• give coaches autonomy over their schedules.</li> </ul> <p>To support literacy coaches, leaders do not:</p> <ul style="list-style-type: none"> <li>• present the coach as sources of literacy expertise to the teachers.</li> <li>• clearly describe and endorse the coaching foci to the teachers.</li> <li>• explicitly encourage teachers to work with their coach.</li> <li>• observe coaches' work with teachers.</li> <li>• explicitly communicate to coaches personally how much their work is valued.</li> </ul> |

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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.

**Essential 5: Time with Teachers**

Citation of Research Used:

Bean, R. M., Draper, J. A., Hall, V., Vandermolten, J., & Zigmond, N. (2010). Coaches and coaching in Reading First schools: A reality check. *The Elementary School Journal*, 111(1), 87-114.

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.

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.

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.

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.

Definition:

**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.**

Contribution to Desired Outcome:

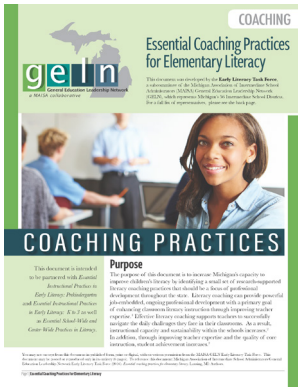
More time spent coaching with teachers has been associated with higher student achievement at both the school and coach level. Less time spent coaching with teachers reduces the time spent addressing literacy initiatives and lowers teachers’ perceptions about how helpful coaches are.



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.

| Accomplished Use   | Developmental Use   | Ineffective Use  |
|--|---|--|
| <p>In partnership with teacher(s), the coach consistently:</p> <ul style="list-style-type: none"> <li>Spends more than half of their time working directly with teachers.</li> <li>Focuses their coaching on helping teachers               <ul style="list-style-type: none"> <li>align their beliefs with research-informed instructional practices and enhance their:                   <ul style="list-style-type: none"> <li>classroom literacy environments</li> <li>use of research-informed literacy strategies</li> <li>implementation of new literacy programs and strategies</li> <li>use of practices aligned with state standards or curricular initiatives such as the Essential Instructional Practices in Early Literacy.</li> </ul> </li> </ul> </li> <li>Uses a multi-faceted approach to coaching, carefully determining what types of coaching can be done effectively with large groups, small groups, and individual teachers.</li> <li>Has an on-going system to monitor their time and revise their schedules to ensure that more time is spent working directly with teachers and less time is spent on managerial tasks (e.g., maintaining an assessment database, ordering materials) or attending meetings not directly related to their coaching work.</li> </ul> | <p>In partnership with teacher(s), the coach inconsistently:</p> <ul style="list-style-type: none"> <li>Spends between a third and half of their time working directly with teachers.</li> <li>Focuses their coaching on helping teachers               <ul style="list-style-type: none"> <li>align their beliefs with research-informed instructional practices and enhance their:                   <ul style="list-style-type: none"> <li>classroom literacy environments</li> <li>use of research-informed literacy strategies</li> <li>implementation of new literacy programs and strategies</li> <li>use of practices aligned with state standards or curricular initiatives such as the Essential Instructional Practices in Early Literacy.</li> </ul> </li> </ul> </li> <li>Uses a multi-faceted approach to coaching; need to more carefully determine what types of coaching can be done effectively with large groups, small groups, and individual teachers.</li> <li>Has an on-going system to monitor their time and revise their schedules to ensure that more time is spent working directly with teachers and less time is spent on managerial tasks (e.g., maintaining an assessment database, ordering materials) or attending meetings not directly related to their coaching work.</li> </ul> | <p>The coach does not:</p> <ul style="list-style-type: none"> <li>Spend more than a third of their time working directly with teachers.</li> <li>Focus their coaching on helping teachers               <ul style="list-style-type: none"> <li>align their beliefs with research-informed instructional practices and enhance their:                   <ul style="list-style-type: none"> <li>classroom literacy environments</li> <li>use of research-informed literacy strategies</li> <li>implementation of new literacy programs and strategies</li> <li>use of practices aligned with state standards or curricular initiatives such as the Essential Instructional Practices in Early Literacy.</li> </ul> </li> </ul> </li> <li>Use a multi-faceted approach to coaching to carefully determine what types of coaching can be done effectively with large groups, small groups, and individual teachers.</li> <li>Have an on-going system to monitor their time and revise their schedules to ensure that more time is spent working directly with teachers and less time is spent on managerial tasks (e.g., maintaining an assessment database, ordering materials) or attending meetings not directly related to their coaching work.</li> </ul> |

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**Inconsistently** - misses opportunities to demonstrate the behavior



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.

**Essential 6: Coaching Activities**

Citation of Research Used:

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.

Marsh, J. A., McCombs, J. S., Lockwood, J. R., Martorell, F., Gershwin, D., Naftel, S., . . . Grego, A. (2008). Support literacy across the sunshine state: A study of Florida middle school reading coaches. Santa Monica, CA: RAND.

Definition:

**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.**

Contribution to Desired Outcome:

Evidence from research indicates that conferencing, modeling, observing, co-planning, and assessment-related activities contribute to student literacy growth. Therefore, literacy coaches should make a concerted effort to incorporate these coaching activities into their daily work with teachers.

**Consistently** - engages in the behavior each time there is an opportunity to demonstrate the behavior  
**Inconsistently** - misses opportunities to demonstrate the behavior

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.

| Accomplished Use  | Developmental Use   | Ineffective Use   |
|---|---|---|
| <p>In partnership with teacher(s), the coach consistently:</p> <p><b>Conferences</b> one-on-one with teachers for numerous purposes, including, but not limited to, all of the following:</p> <ul style="list-style-type: none"> <li>determine specific purposes for collaborations between the literacy coach and the teacher.</li> <li>analyze the critical instructional elements and benefits of a lesson taught by the coach to demonstrate a specific strategy or scaffolding technique.</li> <li>analyze the critical instructional elements and benefits of a lesson taught by the teacher.</li> <li>examine and select appropriate texts and materials for specific lessons and/or students.</li> <li>evaluate and make changes to the literacy environment of the classroom.</li> <li>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.</li> </ul> <p><b>Models</b> for numerous purposes, including, but not limited to, all of the following:</p> <ul style="list-style-type: none"> <li>enable teachers to learn how instructional practices work with their own students, giving them confidence to implement these practices.</li> <li>demonstrate how appropriate pacing, scaffolding, and materials contribute to students' engagement and learning.</li> <li>provide teachers with opportunities to observe and document students' literacy behaviors and response to instruction.</li> </ul> | <p>In partnership with teacher(s), the coach inconsistently:</p> <p><b>Conferences</b> one-on-one with teachers for numerous purposes, including some of the following:</p> <ul style="list-style-type: none"> <li>determine specific purposes for collaborations between the literacy coach and the teacher.</li> <li>analyze the critical instructional elements and benefits of a lesson taught by the coach to demonstrate a specific strategy or scaffolding technique.</li> <li>analyze the critical instructional elements and benefits of a lesson taught by the teacher.</li> <li>examine and select appropriate texts and materials for specific lessons and/or students.</li> <li>evaluate and make changes to the literacy environment of the classroom.</li> <li>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.</li> </ul> <p><b>Models</b> for numerous purposes, including some of the following:</p> <ul style="list-style-type: none"> <li>enable teachers to learn how instructional practices work with their own students, giving them confidence to implement these practices.</li> <li>demonstrate how appropriate pacing, scaffolding, and materials contribute to students' engagement and learning.</li> <li>provide teachers with opportunities to observe and document students' literacy behaviors and response to instruction.</li> </ul> | <p>The coach does not:</p> <p><b>Conference</b> one-on-one with teachers for any of the following purposes:</p> <ul style="list-style-type: none"> <li>determine specific purposes for collaborations between the literacy coach and the teacher.</li> <li>analyze the critical instructional elements and benefits of a lesson taught by the coach to demonstrate a specific strategy or scaffolding technique.</li> <li>analyze the critical instructional elements and benefits of a lesson taught by the teacher.</li> <li>examine and select appropriate texts and materials for specific lessons and/or students.</li> <li>evaluate and make changes to the literacy environment of the classroom.</li> <li>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.</li> </ul> <p><b>Model</b> for any of the following purposes:</p> <ul style="list-style-type: none"> <li>enable teachers to learn how instructional practices work with their own students, giving them confidence to implement these practices.</li> <li>demonstrate how appropriate pacing, scaffolding, and materials contribute to students' engagement and learning.</li> <li>provide teachers with opportunities to observe and document students' literacy behaviors and response to instruction.</li> </ul> |

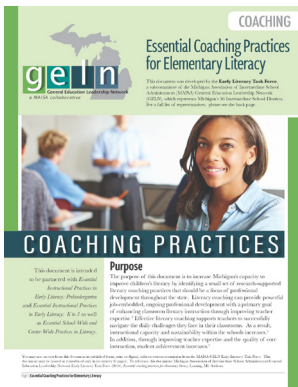
6. When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels.

| Accomplished Use  | Developmental Use   | Ineffective Use  |
|---|---|--|
| <ul style="list-style-type: none"> <li>demonstrate how to administer assessments and use data to inform instruction.</li> </ul> <p>Engages in <b>observation</b> for numerous purposes, including, but not limited to, all of the following:</p> <ul style="list-style-type: none"> <li>observe and document specific literacy behaviors of students whose progress is of concern to the teacher.</li> <li>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.</li> <li>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).</li> </ul> <p>Engages in <b>co-planning</b> with teachers in order to:</p> <ul style="list-style-type: none"> <li>help build collaborative relationships as both coach and teacher are seen as important contributors to the co-planning process.</li> <li>ensure that instructional planning includes delineating learner outcomes, selecting appropriate practices, determining grouping options, and developing outcome-based assessment.</li> <li>inform additional support needed from the coach which may include modeling, co-teaching, and/or observation of the co-planned instruction.</li> <li>use assessment data to meet the instructional needs of students.</li> </ul> | <ul style="list-style-type: none"> <li>demonstrate how to administer assessments and use data to inform instruction.</li> </ul> <p>Engages in <b>observation</b> for numerous purposes, including some of the following:</p> <ul style="list-style-type: none"> <li>observe and document specific literacy behaviors of students whose progress is of concern to the teacher.</li> <li>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.</li> <li>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).</li> </ul> <p>Engages in <b>co-planning</b> with teachers in order to:</p> <ul style="list-style-type: none"> <li>help build collaborative relationships as both coach and teacher are seen as important contributors to the co-planning process.</li> <li>ensure that instructional planning includes delineating learner outcomes, selecting appropriate practices, determining grouping options, and developing outcome-based assessment.</li> <li>inform additional support needed from the coach which may include modeling, co-teaching, and/or observation of the co-planned instruction.</li> <li>use assessment data to meet the instructional needs of students.</li> </ul> | <ul style="list-style-type: none"> <li>demonstrate how to administer assessments and use data to inform instruction.</li> </ul> <p>Engage in <b>observation</b> for any of the following purposes:</p> <ul style="list-style-type: none"> <li>observe and document specific literacy behaviors of students whose progress is of concern to the teacher.</li> <li>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.</li> <li>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).</li> </ul> <p>Engage in <b>co-planning</b> with teachers in order to:</p> <ul style="list-style-type: none"> <li>help build collaborative relationships as both coach and teacher are seen as important contributors to the co-planning process.</li> <li>ensure that instructional planning includes delineating learner outcomes, selecting appropriate practices, determining grouping options, and developing outcome-based assessment.</li> <li>inform additional support needed from the coach which may include modeling, co-teaching, and/or observation of the co-planned instruction.</li> <li>use assessment data to meet the instructional needs of students.</li> </ul> |

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

## Essential 7: Literacy Leadership Teams

Citation of Research Used: Bean, R. M., Draper, J. A., Hall, V., Vandermolten, J., & Zigmond, N. (2010). Coaches and 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.

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.

Definition: **Effective literacy coaches are integral members of literacy leadership teams at the school and/or district level.**

Contribution to Desired Outcome: Literacy leaders help build capacity and sustainability so that teachers work in an environment that promotes a climate of on-going professional learning and thus leads to increased student learning.



7. Effective literacy coaches are integral members of literacy leadership teams at the school and/or district level.

| Accomplished Use  | Developmental Use   | Ineffective Use   |
|---|---|---|
| <p>Literacy coaches serve as literacy leaders by consistently engaging in all of the following activities that are included in their job description:</p> <ul style="list-style-type: none"> <li>• providing grade/team-level professional development.</li> <li>• collaborating with special educators about literacy instruction for students who have special needs.</li> <li>• serving on school committees that focus on literacy-related and student achievement issues, including being a member of the intervention and student support teams.</li> <li>• working with administrators and other teachers to establish a school-wide/district-wide literacy vision and to develop/refine and manage the school's/district's literacy program.</li> <li>• analyzing data and helping teachers use the data to make decisions.</li> <li>• 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).</li> </ul> | <p>Literacy coaches serve as literacy leaders by inconsistently engaging in all of the following activities that are included in their job description:</p> <ul style="list-style-type: none"> <li>• providing grade/team-level professional development.</li> <li>• collaborating with special educators about literacy instruction for students who have special needs.</li> <li>• serving on school committees that focus on literacy-related and student achievement issues, including being a member of the intervention and student support teams.</li> <li>• working with administrators and other teachers to establish a school-wide/district-wide literacy vision and to develop/refine and manage the school's/district's literacy program.</li> <li>• analyzing data and helping teachers use the data to make decisions.</li> <li>• 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).</li> </ul> | <p>Literacy coaches are not yet able to serve as literacy leaders because the following activities that are included in their job description are not characteristic of their practice:</p> <ul style="list-style-type: none"> <li>• providing grade/team-level professional development.</li> <li>• collaborating with special educators about literacy instruction for students who have special needs.</li> <li>• serving on school committees that focus on literacy-related and student achievement issues, including being a member of the intervention and student support teams.</li> <li>• working with administrators and other teachers to establish a school-wide/district-wide literacy vision and to develop/refine and manage the school's/district's literacy program.</li> <li>• analyzing data and helping teachers use the data to make decisions.</li> <li>• 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).</li> </ul> |

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## Early Literacy Coaching Model Resources:

The Early Literacy Coaching Model can be supported with the following resources which are all available on [literacyessentials.org](http://literacyessentials.org):

- *Essential School-Wide and Center Based Practices in Literacy*
  - The purpose of this document is to increase Michigan’s capacity to improve children’s literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. To meet the needs of all young learners, organizational practices must support literacy development in ways that systematically impact learning throughout elementary schools, early childhood learning centers, and other literacy-oriented learning environments and programs. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments.
- *Essential Coaching Practices for Elementary Literacy*
  - 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. 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. In addition, through improving teacher expertise and the quality of core instruction, student achievement increases.
- *Essential Coaching Training*
  - A series of four modules focused on the *Essential Coaching Practices for Elementary Literacy* have been created to explain and illustrate the research-supported literacy coaching practices and guide literacy coaches in their work with teachers. The modules include an overview of the Essential Coaching Practices and examine the specialized knowledge and skills needed by an effective literacy coach.
- *K-3 Essential Instructional Practices in Early Literacy*
  - The purpose of this document is to increase Michigan’s capacity to improve children’s literacy by identifying a small set of research-supported instructional practices that could be the focus of professional development throughout the state. The focus of the document is on classroom practices, rather than on school- or systems-level practices. Research suggests that each of these ten practices can have a positive impact on literacy development. We believe that the use of these practices in every classroom every day could make a measurable positive difference in the State’s literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum ‘standard of care’ for Michigan’s children.
- *K-3 Essential Online Training*
  - Modules for each essential provide clear descriptions and supporting research. The content presentations are accompanied by classroom videos to demonstrate intended use of the essential in practice. Reflection activities are included to support learners in checking their understanding and in considering application to their own practice. To fully participate in the module, participants must view all presentations and videos and complete each reflection activity.



# Research-Supported Early Literacy Coaching Model

**Administrator  
Supported**

**Multi-Year  
Initiative**

## **Work with Teachers, Literacy Coaches, and Literacy Leaders**

Conferencing  
Modeling  
Applying Assessment Literacy  
Observing  
Co-Planning

## **Work as Literacy Leader**

Committee Member  
Presenter  
Facilitator  
Liaison  
Mentor

## **Literacy Coach Qualifications**

Specialized Literacy Knowledge and Skills  
Knowledge and Use of Adult Learning Principles  
Dispositions and Skills to Build Collaborative Relationships