



# ***The Responsibilities of a Literacy Coach***

***Hutchings Career Center  
Macon, Georgia  
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Southern  
Regional  
Education  
Board



# ***High Schools That Work* Grant Funds**

## **Focus Area Criteria**

**I. School leadership must provide support and commitment to do the following:**

- Establish a functioning planning and site committee for the literacy program.
- Develop a literacy implementation plan with long-term goals.
- Assign literacy coaching responsibilities to a trained school staff member.

# Focus Area Criteria

- **School leadership must provide specified professional development for staff members and attend appropriate sessions:**
- State/SREB orientation to Literacy Across the Curriculum for school leaders and members of the Literacy Committee
- One day of professional development for Literacy Coaches
- Necessary professional development for local instructional and supportive staff on implementing the Literacy Across the Curriculum initiative
- One day of State/SREB follow-up for school leaders and members of the Literacy Committee
- Participation of at least 60 students (30 dual seal and 30 C/T students) in the 2006 *HSTW* Assessment

# Focus Area Criteria

**III. Complete and submit the Literacy Across the Curriculum Plan to the Division of Career, Technical and Agriculture Education by April 1, 2006.**

**IV. During the second year**

- Fully implement the literacy plan.
- Continue appropriate professional development.

# Funding Criteria

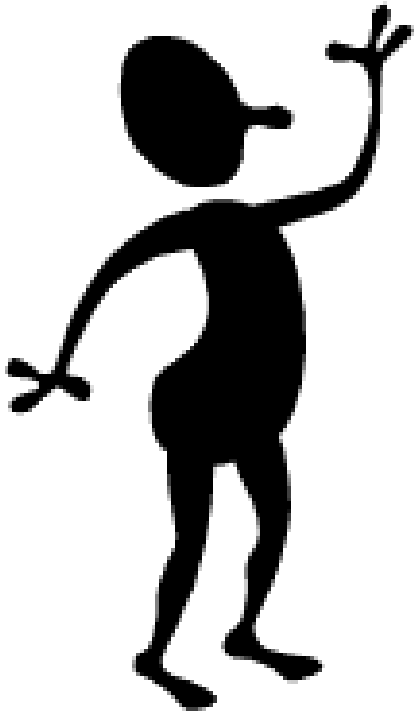
- Year One – Use funds (\$6,000) to complete and submit a Literacy Across the Curriculum Plan to the Division of Career, Technical and Agriculture Education by April 1, 2006.
- Year Two – Schools successfully completing first-year activities will receive priority for second year HSTW Grant funding (\$6,000).

# Funding Criteria

Funds can be used for the following:

- Expenses associated with attendance at SREB/State and local *HSTW* professional development activities
- Appropriate conference and workshop fees
- Appropriate travel expenses

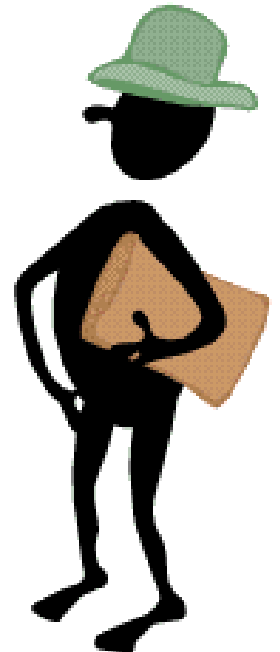
# Welcome!



- Introduce yourself:
  - Name
  - Position
  - School
  - Interesting detail

# Icebreaker

- On one Post-It:
  - Write the last thing you read.
- On another Post-It:
  - Write the last thing you read that you would recommend to another training participant.





# Reading is the single most important social factor in American life today.

- The more you read, the more you know.
- The more you know, the smarter you grow.
- The smarter you are, the longer you stay in school.
- The longer you stay in school, the more diplomas you earn and the longer you are employed—thus the more money you earn in a lifetime.
- The more diplomas you earn, the higher your children's grades will be in school.
- The more diplomas you earn, the longer you live.

# The opposite is also true.

- The less you read, the less you know.
- The less you know, the sooner you drop out of school.
- The sooner you drop out, the sooner and longer you are poor.
- The sooner you drop out, the greater your chances of going to jail.

# Reading more = scoring higher

## High School:

Seniors who read an assigned book outside class and reported on the main ideas several times during the year scored 26 points higher than those who didn't.

Students who read at least two hours outside of class each week scored 11 points higher.

Students who read at least five books in English scored 15 points higher.

2002 *HSTW* Assessment      500-point scale

# Reading more = scoring higher

## Middle Grades

Eighth-graders who read 11 or more books each year scored 35 points higher than those who read none.

Students who read an hour outside of school each day scored 16 points higher.  $\frac{1}{2}$  hour = 12 points

Those who read an assigned book outside class and demonstrated understanding only once per semester scored 9 points higher.

# Writing Well Saves Money for Taxpayers

- A significant number of employees do not meet states' expectations.
- Writing is considered an even more important job requirement for the states' nearly 2.7 million employees than it is for the private-sector employees.
- State agencies are more likely to consider writing skills in hiring and promotion and to require writing samples from applicants.
- Policymakers often cite budget concerns as a barrier to investing in K-12 efforts to improve writing skills.
- Providing writing training costs taxpayers nearly a quarter of a billion dollars annually.

# Literacy Strategy #1

## Mnemonic Devices

SPEAK



LISTEN



OBSERVE



WRITE



Re[A]d OWLS

# Do The Math

Goal of 25 books

Average reading rate 250 words per minute

500 words per page

100 pages per book

175 school days

***That's less than 30 minutes per day  
to reach the goal!***

# Responsibilities of the Literacy Coach

- Establish and lead a literacy team.
- Develop and guide an integrated reading/writing program across the curriculum, reaching **all** students.
- Gather and use data to support/assess programs.
- Lead professional development initiatives to prepare all personnel to help students become more effective learners.
- Help school leaders move the initiatives forward.
- Communicate with parents.
- Create community partnerships.



# Essential Question #1

**Who should serve on the literacy team?**

Literacy Strategy #2

Guided Reading Procedure

Take five minutes to read pages 32 and 43-45 in *Literacy Across The Curriculum*. Be prepared to share what you remember about your reading.

# Establishing a Literacy Team

- Literacy coach
- Curriculum director
- Administrator
- Department representatives
- Media specialist
- Business and industry partners
- Public library representative
- Parents

# Essential Question #2

How do we develop and guide an integrated reading/writing program across the curriculum,  
reaching **all** students?

# SREB's Five Literacy Goals

- Read the equivalent of 25 books per year across the curriculum. (Chapter 4)
- Write weekly in all classes. (Chapter 5)
- Use reading and writing strategies to enhance learning in all classes. (Chapter 6)
- Write research papers in all classes. (Chapter 7)
- Complete a rigorous language arts curriculum taught like college-preparatory/honors English. (Chapter 8)

# Literacy Strategy #3

## Brainstorming

On each table you will find a card. Table groups with the Ace will develop a plan for Goal 1. Table groups with a 2 will develop a plan for Goal 2, etc. Post your work on the wall. Refer to pages 37-42 in *Literacy Across the Curriculum*.

# Essential Question #3

Where do we find data to  
support  
and assess our programs?

- *HSTW/MMGW* Assessments
- ACT/SAT/PSAT
- State Assessments
- Placement Exams
- ITBS/CRCT
- Literacy grants

# Other Sources of Data

- Appendix 1: High School Literacy Indicators Grouped by Literacy Goal
- Appendix 2: Middle Grades Literacy Indicators Grouped by Literacy Goal
- Appendix 3: Teacher Survey
- Handout: Writing (to Learn) Across the Curriculum

# ACT/SAT/PSAT

- ACT--students scoring in the 20-23 range (of 36 possible points) are considered adequately prepared to do college work without remediation (page 34)
- SAT--help available through Project Elevate/Louise Burke [louiseb@testprep.com](mailto:louiseb@testprep.com)
- PSAT--report provides extensive information



# How do we implement the plan every day?

- Drop Everything and Read (DEAR) or Silent Sustained Reading (SSR)
- Journaling
- PAR Lesson Framework
- Research Papers
- Rigorous Language Arts Program
- Proficient to Advanced Assignments and Assessments

# Reading Comprehension Pop Quiz

There I was, on a hard aid lead, and the RURP crack disappeared. I saw a micro-seam, but even a Birdbeak was too large. What did I use? I put in a BURP, which is a RURP cut down with a hacksaw to make a mini-Birdbeak.

# Did you understand what you read?

- Where was the writer?
- What disappeared?
- What did he see?
- What was too large?
- What is a BURP?

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- Where was the writer?
- What disappeared?
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- What was too large?
- What is a BURP?

It is possible to make a perfect score  
on a quiz and score a perfect zero in  
comprehension.

Debbie Hall

We do not need to teach children to read in order to teach them to understand. We need to teach them to understand in order to read.

Institute for Learning Sciences

Preparation

Assistance

Reflection



# How do we implement the plan every day?

- Drop Everything and Read (DEAR) or Silent Sustained Reading (SSR)
- Journaling
- PAR Lesson Framework
- **Research Papers**
- **Rigorous Language Arts Program**
- **Proficient to Advanced Assignments and Assessments**

# Technical Literacy

Technical literacy is the ability to

- understand technical concepts and principles;
- read, understand and communicate in the language of the field; and
- use technology to complete projects in the field.

# Instructional Review Rubric

- **Below Basic** – below grade level
- **Basic** – Students recall facts, make simple inferences, demonstrate rudimentary understanding
- **Proficient** – Students use analytical skills, draw reasonable conclusions, make conjectures
- **Advanced** – Students formulate generalizations, synthesize ideas, and create models

# Wrapping It Up!

- Answer questions
  - Who should serve on a literacy team?
  - How do you develop an integrated program?
  - Where do we find data?
- Assign homework
  - Form your team.
  - Redeliver today's workshop to your team.
  - Accompany your team to the next workshop on September 26 (Gwinnett Marriot) or September 27 (DuBose Porter Center, Dublin).

# One Last Thing

Literacy Strategy #4

Cubing/Exit Slips

There is a cube on each table. Answer the question on each side of the cube as it relates to your job as a literacy coach.

Give Debbie your response as you leave today.

# Contact Information

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Southern Regional Education Board

*High Schools That Work*

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