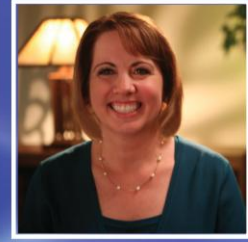


THE LITERACY COACHING SERIES

RESEARCH INFORMING PRACTICE



HOW TO USE *THE LITERACY COACHING SERIES*

Organization of *The Literacy Coaching Series*

The main introduction to *The Literacy Coaching Series* presents an overview of the entire series and the research on which it is based. Following this main introduction, the *Series* is organized around six vignettes that illustrate one or more literacy coaching activities which support teacher professional development and student learning.

Vignette 1: Focus on Data Analysis

Vignette 2: Focus on Long-Term Planning

Vignette 3: Focus on Reflection

Vignette 4: The Coach as Model

Vignette 5: The Coach as Co-Planner

Vignette 6: The Coach as Co-Teacher

An introduction to each vignette explains the purpose of the vignette, defines specific coaching terms that will be used in the vignette, and provides suggestions for viewing. Each vignette is followed by a debrief that highlights key content and insights from the vignette. In addition, a labeled version of each vignette is provided.

Each labeled version uses banners across the bottom of the screen to identify the coaching stances taken by the literacy coach and to highlight instructional aspects that are critical to the coach/teacher interactions. Watching the labeled version will reinforce and extend the ideas that are described in the introduction, incorporated into the viewing guide, and discussed in the debrief. For a detailed description of the labeled version, please read the file titled “The Labeled Version.”

Settings

The Literacy Coaching Series can be used in three different settings – school-based professional development workshops, graduate courses on literacy coaching or literacy leadership, and self-study by individual reading professionals. The chart on the next page provides suggestions for using *The Literacy Coaching Series* in each of these settings.

Setting	Suggested Uses	Important Considerations
Professional Development Workshops	<p><i>The Literacy Coaching Series</i> can be used for professional development for reading professionals in a school-based setting. Because each vignette contains a great deal of important information, it is recommended that the workshop be spread across six sessions. To provide ample time for viewing and discussion, at least one hour should be allocated for each session.</p> <p>If using <i>The Literacy Coaching Series</i> for half-day workshops, the series could be viewed in the following way:</p> <ul style="list-style-type: none"> • Session 1 addresses the series introduction and Vignette 1 – Focus on Data Analysis. • Session 2 addresses Vignettes 2 and 3 – Focus on Long-Term Planning and Focus on Reflection. • Session 3 addresses Vignettes 4 (The Coach as Model), 5 (The Coach as Co-Planner), and 6 (The Coach as Co-Teacher). 	<p>Workshop facilitators are encouraged to use the vignettes in their original sequence and to use the introduction, viewing guide, debrief, and labeled version for each vignette.</p> <p>Additionally, time should be provided for participants to discuss each vignette to ensure active participation and to promote understanding of the key content in each vignette as well as how the vignette exemplifies the Targeted Coaching Model.</p>
Graduate Course on Literacy Coaching or Literacy Leadership	<p><i>The Literacy Coaching Series</i> can be used in graduate courses focused on literacy coaching and literacy leadership.</p> <ul style="list-style-type: none"> • The professor may wish to use the vignettes in the order suggested above or in an order that aligns with the course content. • The professor may wish to use the introductions and debriefs as provided or use them as guides to develop his or her own introductory and debriefing comments. • The professor may wish to use the viewing guides provided in the resource materials or to develop his or her own viewing guides that correlate with the course objectives/content. • The professor may wish to show the labeled version of each vignette so students can check how their responses on the viewing guides match the coaching stances and instructional aspects delineated on the labeled versions of the vignettes. 	<p>Provide ample time for candidates to discuss the vignettes to help them understand the key content associated with the specific coaching activities as well as how the vignettes exemplify the Targeted Coaching Model.</p>
Self-Study for a Reading Professional	<p>A reading professional who has literacy coaching responsibilities, or who will be adding such responsibilities to his or her work, can use <i>The Literacy Coaching Series</i> for self-study. Completing <i>The Literacy Coaching Series</i> over the course of multiple days will allow time for thoughtful consideration of the content of each vignette.</p>	<p>For self-study, it is important to view each introduction, vignette, debrief, and labeled version in order. It is also essential to use the viewing guides and study the other documents provided in the resources materials.</p>