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Literacy Coaching Network

The literacy coaching network will be available at the ISD for Macomb County coaches, reading consultants and certified teacher Interventionists. The network is designed to support job-embedded professional learning and the implementation of effective instructional practices for Early Literacy Coaches in Macomb.

The purpose of the coaching network is to provide the designated staff with ongoing professional learning; to deepen knowledge surrounding effective evidence based coaching practices; and engage in a collaborative environment while developing coaching skills centered around the Essential Instructional Practices in Early literacy and the Michigan ELA Standards.

In collaboration coaches will:

1. Engage in a **half-day** of professional learning each month, from 8:00-11:30 am focusing on:
 - A. Enhancing Essential Coaching Foundations
 - B. Practice as coaches (observing, co-planning, modeling, providing feedback, having crucial conversations, etc.
 - C. Analysis and use of data to differentiate and inform instruction
 - D. Selection of instructional practices and interventions that accelerate literacy development
 - E. Use of adult learning theory to build teacher and school capacity for growth
2. Understand all aspects of legislation (PA306) and develop documentation/templates for parent communication, individual reading improvement plans, read at home plans, summer reading, etc.

These intentional efforts will ensure a consistent, ongoing structure of support for high quality literacy instruction, resulting in improved literacy skills for ALL students. **Please join us for an informational meeting, Friday, April 13, in room 104 from 8:30-10:30 am. Open to K-3 Coaches, Certified Teacher Interventionists and Administrators.**

Available Now: Early Literacy Coaching and Professional Learning

The MISD literacy coach is available to provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise.

The ISD Coach is available to coach individual teachers or grade level teams and/or provide any of the professional learning below as it relates to the Essential Literacy Practices and the Michigan ELA standards.

Professional Learning Request Form		
District:	Contact Person Email/ Phone:	
Professional Learning Date(s):	Today's Date:	
Anticipated Number of Participants:	Time beginning:	Time ending:
Professional Learning Activities		
Coaching on building level needs: Co-Planning, observing, providing feedback, or modeling on school-wide goals		
Coaching-focus on individual needs		
Large or Small Group Professional Learning		
Essential Instructional Practices in Early Literacy		
Effective Instructional Practices for Teaching English Learners		
Classroom Management		
Organizing and managing small group instruction		
Guided Reading: Differentiating Reading Instruction		
Setting up Readers' or Writers' Workshop		
Analyzing student data to drive instruction		

Go to www.misd.net and complete the required information to request support from the MISD Coach.



Macomb Intermediate School District



Leadership, Service & Support in Education

Coaching Network for Early Literacy May Manna Denha

Consultant Service Department

June 20, 2018

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How do we best learn?

1. Think of one of your most positive adult learning experiences

- What was it?
- Who/what made it so positive?
- What conditions supported your learning?
- Why might it have been a meaningful learning experience?

Share the experience with an elbow partner

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Why Coaching?

<https://youtu.be/81Ub0SMxZQo?t=28s>



Literacy Instruction

- ▶ *High quality, research-supported core/tier I instruction enables most children to meet grade level expectations for reading comprehension (Duke, 2017).*
- ▶ Children learn from a variety of approaches and strategies. The true difference in literacy instruction is **the teacher**, not the program.

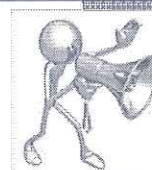
LITERACY COACHING PA 306

A Change Agent

The Law: Coaching & PA 306

Coaching responsibilities according to the 3rd grade legislation :

1. The coach must provide initial and ongoing professional development in each of the five major reading components:
 - a. Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension
 - b. The **Early Essential Practices** expands beyond the “big Five”
 - c. Based on an analysis of student performance data
2. The coach must provide professional development that enables administering and analyzing instructional assessment
3. The coach must make available professional development that provides differentiated instruction and intensive intervention.
4. The professional development provided by the coach must use progress monitoring



The Law: PA 306 Coaching Tasks

Coaching Tasks Include:

1. **Model** effective instructional strategies for teachers.
2. **Facilitate** study groups.
3. Train teachers in **data analysis**/using data to differentiate instruction.
4. **Coach and mentor** colleagues.
5. Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
6. **Train teachers to diagnose and address reading deficiency.**

The Law: PA 306 Coaching Tasks

- ▶ 7. Work with teachers in **applying evidenced-based reading strategies in other content areas.**
- ▶ 8. Help **increase instructional density.**
- ▶ 9. Help lead and support reading leadership teams at the school.
- ▶ 10. Continue to **increase his or her own knowledge base** in best practices in reading instruction and intervention.
- ▶ 11. **Model and coach whole- and small-group instruction** with students, for each teacher in grades K to 3.

The Law: Coaching & PA 306

Additional things to know:

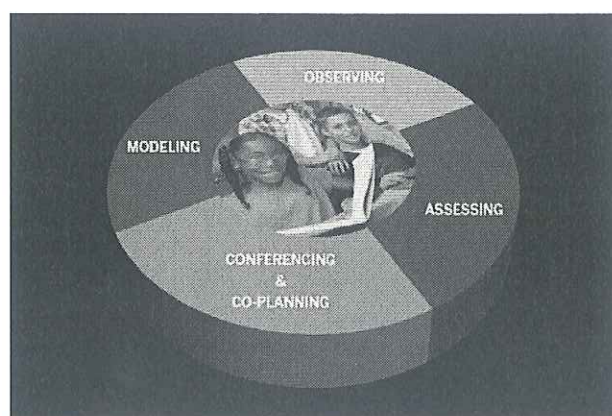
The law prohibits:

- ▶ Coaches MAY NOT be assigned administrative functions that will confuse the coach's role for teachers
- ▶ The law PROHIBITS a coach from being assigned a regular classroom teaching assignment

Instead requires that the coach work frequently with students in whole- and small-group instruction or tutoring *in the context of modeling and coaching* in or outside of teachers' classrooms

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Predictors of student literacy Growth

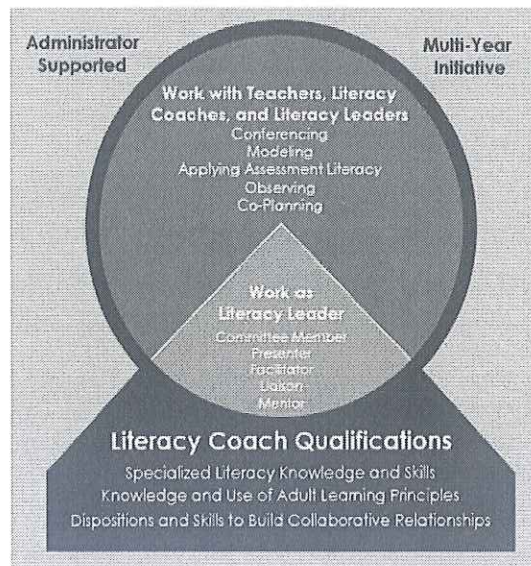


Laurie Elish-Piper and
Susan K. L'Allier, 2013

Literacy Coaching Model

<https://youtu.be/S9-KFZIRp4w>

Research-Supported Early Literacy Coaching Model



The Coaching Approach: What will this look like?

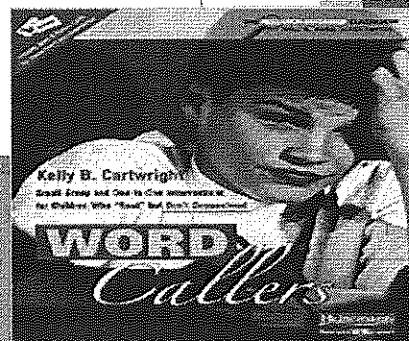
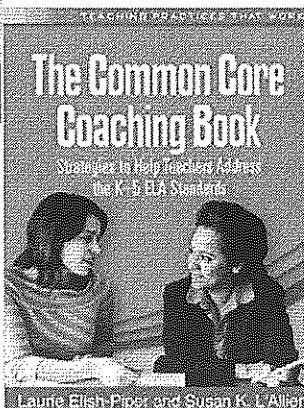
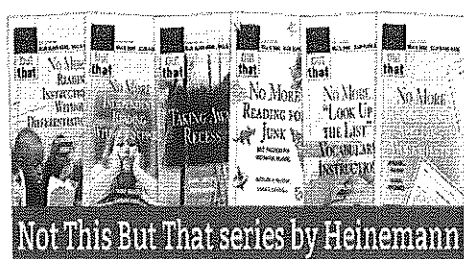
One half-day of professional learning each month, from 8:00 am-11:30 am focusing on:

- ☐ Essential Early Literacy and Coaching Foundations (digging deeper)
- ☐ Practice as coaches (observing, co-planning, modeling, providing feedback, having crucial conversations, etc.)
- ☐ Analysis and use of data to differentiate and inform instruction
- ☐ Selection of instructional practices and interventions that accelerate literacy development for ALL Learners
- ☐ Use of adult learning theory to build teacher and school capacity for growth
- ☐ Participation in a year-long book study

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Partnerships and Support From MISD and Others...

Participation in a year-long book study



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The Coaching Approach: What will this look

- ❑ Opportunity for Coach to coach visits- half day visits
- ❑ Understand all aspects of legislation (PA306) and develop documentation and templates for parent communication, individual reading improvement plans, read at home plans, summer reading, and other resources.

Encourage districts to participate in two ways:

1. Explore hiring a coach through ISD
2. Hire coach internally to partner with coaching collaborative network

Possible funding: Title 1, Title II, Section 31A

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The Approach: Who are the Literacy Coaches in Macomb?

Macomb ISD

- One ISD Early Literacy Coach

21 districts

- 116 Elementary Buildings
- 13 housing K-3 Students (PSAs)
- Over 20 Literacy Coaches identified
- 15 currently enrolled in Network

- ❑ Need to think more systemic in our approach in order to have a greater impact on literacy instruction and achievement!
- ❑ PA 306 Factor
- ❑ Building Instructional capacity and Skills

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The Coaching Approach: Reading Interventionists

Title I and III teachers, Reading Specialists and nterventionists working with students in a small group or 1:1 setting

- ▶ Increase access, deeper learning and application of the Essential Instructional Practices in Early Literacy
- ▶ Explore and focus on effective, evidence based pedagogies and assessment practices to increase literacy achievement for ALL Learners
- ▶ Participate in a book study
- ▶ Use student assessment data to select and utilize appropriate interventions, strategies to accelerate student achievement
- ▶ Collaborate with literacy leaders in other districts
- ▶ Research-supported reading instruction

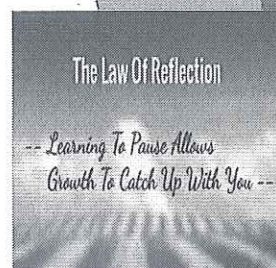
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Reflection

Step. Partner. Discuss.

1. Take 10 steps in any direction.
2. Partner with someone next to you.
3. Discuss:

- ☐ How are teachers and students in your district benefiting from coaching/interventionists?
- ☐ What systems are currently in place to support this work?
- ☐ How might something similar to this work in your district?



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Literacy Network Meetings 8:00am - 11:30am

Literacy Coaches Network

- ▶ September 11, 2018
- ▶ October 9, 2018
- ▶ January 8, 2019
- ▶ February 5, 2019
- ▶ March 5, 2019
- ▶ April 3, 2019
- ▶ May 21, 2019

Literacy Interventionist Network

- ▶ September 25, 2018
- ▶ October 30, 2018
- ▶ January 22, 2019
- ▶ February 19, 2019
- ▶ March 19, 2019
- ▶ May 7, 2019
- ▶ May 21 2019

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THANK YOU!

☐ Questions

☐ Comments

