

Illinois Reading Council Conference, March '07

What qualifications do you hold as a Literacy Coach/Reading Specialist?

- Master's degree in reading x 16; Master's degree in curriculum and instruction x 1; Master's degree in bilingual/SPED x 1; Doctoral program x 2
- Type 10 certification x 5; Type 75 certification x 2
- Reading Recovery x 1; Reading Endorsement x 3

Whom do you work with? (type of students, teachers, administrators)

- Students, teachers, administrators
- Teachers, administrators, students as guest teacher
- Literacy coaches
- 6th grade students, all middle school teachers, administrators
- 6th grade students, 2nd grade Title I pullouts, other reading specialists and administrators
- K-3 classroom teachers, SPED teachers, administrators, psychologist, students, parents
- K-5 students, teachers, psychologist, administrators
- K-5 teachers, principals, curriculum director
- K-8 teachers, students, assistants, administration, student support team
- K-3 classroom teachers, administration, students, some pullout, mainly classroom demonstrations
- CPS Consultant – University educator teaching LLC's
- 6-8 teachers, students, and administration

Describe your role as a Literacy Coach/Reading Specialist

- Working with small groups of identified students with reading issues
- Literacy coordinator/reading specialist with Striving Readers grant project in Chicago
- To bring teachers and ideas together to increase/improve reading instruction for our students. Work in the classroom with teachers; provide in-services for teachers and some small group instruction.
- Work with classroom teachers in department consultant/coach, model lessons with students' collaborate with principals, order curriculum.
- Work with a small group in all four of five classrooms; model literacy lessons at ISAT time; collaborate with principals
- Implement and monitor Reading First Grant; professional development K-3 teachers, diagnostic assessments, model/demo and observe in classrooms

What are your responsibilities?

- Testing and placement of students; assessment coordinator
- Managing and documentation of the Reading First; Implement and monitor Reading First grant
- Provide professional development in literacy; Provide grade level meetings, staff/professional development, oversee assessments; Provide reading demonstrations; coaching and modeling
- Collaborate with individual teachers and instructional teams, demonstration lessons, individual student assessment, student services team member, assignments from administration
- Testing for reading class at 6th grade, teaching 6th grade reading class, push-in content area classes to assist with reading with individual students, ½ day Title I reading 2nd grade pullouts
- Provide support for literacy coaches, provide training of Reading First academics

What Challenges do you face?

- Working with science and social studies teachers; Implementing better literacy practices; Class size
- Getting into classrooms; Teachers very busy; Resistance to change
- Changing mindsets from working with students and then to work with teachers
- Time: Paperwork; professional development; meet with teachers; get in classrooms
- Building teacher capacity in understanding and implementing best practices in literacy
- Getting information learned at trainings out to teachers; Making a difference in reading at the middle school level; Interventions for ALL students

What goal(s) do you strive for in your role?

- To build rapport and trust; Student achievement
- To help teachers become more effective as teachers of reading
- To model reading strategies and form guided reading groups; To help with professional development in our building/district; An organized manner for getting into classrooms and modeling good practices
- Support teachers, staff, principal, students, literacy coaches in our buildings
- Support positive changes in LA/Lit curriculum and teaching methods, develop and implement Tier I and II reading interventions for struggling readers