

The Nature of Literacy Coaching in America's Schools

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INTRODUCTION

Since the enactment of the legislation for No Child Left Behind (2001), federal monies and other funding sources have been directed toward improvement of literacy instruction at the individual classroom level. An increasingly popular method of providing instructional improvement has been a coaching model in which an expert teacher coaches another teacher in the how and why of improving instructional practices. Although the model is widely used, the variability of qualifications and credentials of those providing literacy coaching has come under scrutiny. Allington (2006) identified this disparity when he stated, "in many, if not most, schools today you would find substantial numbers of reading specialists, reading teachers, and reading coaches who have never earned a reading specialist credential, even though most states have established such credentials" (p. 16). Despite the variability, coaches should be experts who are recognized as highly qualified by many stakeholders, including state departments of education, school districts, professional organizations, parents, and children. Every child deserves a quality education from a quality teacher. In every elementary and secondary school and classroom, quality instruction should occur because experts in the field have clearly delineated what good instruction should be. Literacy coaches can help ensure that quality instruction is a staple of every American classroom.

Whether states and/or schools call these experts reading coaches or literacy coaches is a matter of semantics. For the purposes of this book,

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the term *literacy coach* will be consistently used, as we recognize and advocate the role of the coach in the instructional improvement in all of the language arts' areas: reading, writing, listening, speaking, and viewing. We identify a major aspect of literacy coaching as the teacher-to-teacher observation and feedback of literacy practice with a core focus of instructional improvement. This component of literacy coaching is talked and written about in many veins of the educational world today. The importance of literacy coaching is undisputed, but in many ways, educators are embarking on a new frontier in finding the most effective techniques for implementation.

This chapter contains a great deal of technical information that is intended to help the literacy coach develop both a theoretical perspective and a practical stance. It serves as a foundation to the practical applications presented in later chapters.

WHY LITERACY COACHING IS IMPORTANT

Literacy coaching is important because it has the potential to effect positive change in the learning culture of an entire school. Current literature documents studies and initiatives for which literacy coaching has been a positive change agent in the professional development of teachers (Guiney, 2001; Moxley & Taylor, 2006; Poglinco & Bach, 2004; Toll, 2005; Walpole & McKenna, 2004). Coaching is not a new concept. What is new about this concept as it relates to reading is the documentation of coaching practices and the credentialing of coaches to work at particular grade levels or within particular subject areas. Currently, national and state standards are being published by professional organizations such as International Reading Association (IRA), National Council of Teachers of Science (NCTS), National Council of Teachers of Mathematics (NCTM), and the National Council of Teachers of Social Studies (NCTSS). Federal grants, such as Reading First (1999), have incorporated coaching as a required component of implementing the grant directives. Initiatives involving coaching, standards implementation, and grant requirements have been instrumental in bringing coaching to the forefront. Coaching is a key professional development endeavor to ensure best practices and raise student achievement.

Many states are now issuing or considering issuing credentials to certify qualifying teachers as literacy coaches. Masterful teachers who are organized and efficient, interact well with adults and children, keep confidences, and consistently exhibit professionalism in all realms of their duties are likely to be successful coaches.

WHAT IS A LITERACY COACH?

The complex nature of literacy coaching is both difficult to define and difficult to recognize as a paradigm. The situational context and dynamics of each coaching experience is likely to dictate the form and function of a variety of coaching paradigms. This is because no two coaching experiences are alike. To produce a level playing field, however, we must define our perspective of what a literacy coach is and what the job entails. For the purposes of this text, *literacy coach* is defined as a reading specialist recognized as an expert teacher by peers and superiors whose main function is to provide professional development to teachers in both one-to-one and group venues with the goal of improving literacy instruction. Coaching as a professional development model is most often structured for one-on-one observation, feedback, and mentoring of teachers. However, coaching can be structured for small-group observation, feedback, and mentoring of teachers.

One way to think of the nature of literacy coaching is as multilayered, reflective practice. Not only is the primary practitioner, the classroom teacher, reflective of his or her own practice, but the coach is reflective of that teacher's individual practice as well. The coach's reflectivity focuses on what she might do to help the teacher improve in some way. In addition, coaching involves other types of reflection, including reflection on student learning, curriculum requirements, mandated testing, and the collective practices of the teachers for whom the coach is responsible. Just as reflective practice is multilayered with literacy coaching, so is the level of change. Improved instructional change occurs in individual classrooms as well as at different levels within the school system. When implemented effectively, literacy coaching can be a powerful tool to change positively the learning culture of an entire school.

In many ways, the position of literacy coach is analogous to that of a sport coach. In any sport, a coach is thought to be an expert and a person who will lead the team to victory. The coach needs to have experience and knowledge of the particular sport that is being played. The coach teaches the players what strategies will be used to win the game. The players confer with the coach with matters such as the game plan and environmental and weather issues. Tips for executing the game plan as well as difficulties that may arise will also be discussed by the coach with the manager and other personnel who assist with the daily activities of the team. The bottom line in American sports is that if the team has a losing streak, the fans are disgruntled, meaning that the coach and team must work harder to overcome deficiencies.

The concept of *coach* is inextricably connected to the concept of *team*. The coach needs to know the team well, both as individual members and

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as a cohesive unit; likewise, the team needs to be mindful of the coach's expectations. If we think of a team in a sports scenario, such as a football game, each player of the team has a specific talent and role that helps him to meet the general goal: winning the game. Individual preparation and work becomes orchestrated with team preparation and collaborative work. The coach observes, provides feedback, and fine-tunes these skills until the desired synergy is evident.

Generally, the basic principles that pervade the world of coaching sports teams can be applied to coaching teachers in the public or private school arena. In a school scenario, the team is the faculty. The literacy coach, like a sport coach, needs to be cognizant of each individual's strengths and contributions as well as specific area(s) that need improvement. For example, Ms. Hargy, a fifth-grade teacher, may be creative in having her students respond to what they read in texts or view on film or software. Her activity-centered classroom seems to motivate her students, as they consistently report that they are having fun doing skits and drawing posters. Although the fifth graders seem busy during their language arts class, they are not necessarily reflective or thoughtful about their literature responses. Her students do not engage in either sustained independent reading or re-reading of the texts to which they are required to respond. The teacher neither confers with the students about the quality of their responses, nor does she make standards-based decisions. Activity for activity's sake is never instructionally sound.

After observing several times in Ms. Hargy's classroom, the literacy coach recognizes that this teacher and her students have a nice rapport; the students seem happy and busy. The coach also recognizes that Ms. Hargy is not meeting the standards-based curriculum of the school district. The literacy coach must remind Ms. Hargy of the required reading curriculum that needs to be provided to all students. The overriding educational goal, providing a quality, standards-based instructional program, drives the work of the coach and the team. The coach needs to be acutely aware of this goal and communicate the goal to this teacher so that her level of awareness is raised to meet the "team's" expectations.

Often, the coach's awareness of the quality instructional program is dependent upon her observation and assessment of instructional delivery. In the example above, the coach was keenly aware that instructional delivery was a weakness for Ms. Hargy. Instructional delivery may be made through use of textbooks, such as basal anthologies or content area texts, or through thematic units written by teachers themselves. Whatever resources are used, instructional delivery should ensure that learners acquire knowledge of content and apply appropriate strategies to guide their understanding of what is being learned. The literacy

coach's job is to ensure that quality teaching occurs so that quality learning is possible.

To function as a literacy coach, one must have high foundational knowledge of literacy curriculum and pedagogy as well as knowledge of educational standards. In addition, the coach must maintain rapport and have a good working relationship with the faculty. An effective coach has the ability to remind, encourage, and inspire individual teachers to hone their skills. He is also able to communicate to administrators, teachers, and the community how the school as a whole is maintaining reading standards. In general, the coach should be able to retain high sustainability for the responsibilities and demands of this challenging role.

As apparent in the sports analogy presented above, coaching is not a new concept. What is new is the documentation of coaching practices and the credentialing of coaches to work at particular grade levels or within particular subject areas. At this time, educators are also grappling with how to promote coaching so that its nature, the essence of the craft of coaching, is understood at a high level of recognized standards. According to the International Reading Association (IRA; 2004), quality control guidelines need to be considered and established to ensure standard training and background requirements. This seems to be especially important with the plethora of federal, state, and local curriculum standards mandated today. As a result of this need, standards and principles are being published by professional organizations, and some U.S. states are creating certification requirements and even certification programs for coaches. However, other states have not formally begun to consider these issues.

Additionally, educators are seeking to establish a specific set of parameters for coaching teachers. Shaw, Smith, Chesler, and Romeo (2005) define the literacy coach as a collaborator with classroom teachers and paraprofessionals who undertakes the following activities:

- Conducting demonstration lessons
- Supplying assistance to teachers in the selection of best practices
- Helping to design programs that motivate all students
- Providing training for classroom teachers in the administration and interpretation of assessments
- Presenting professional workshops
- Facilitating study groups
- Providing assistance to classroom teachers in preparing curriculum materials
- Assisting with student assessment
- Working with the teacher to plan appropriate instruction for students

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Shaw et al. (2005) further state that some universities, just beginning to initiate the coaching model in their graduate reading programs, are incorporating hands-on coaching experiences in their courses based on the nine tenets listed above.

Although this type of professional development is complex due to the time-consuming tasks of preparation, observation, and feedback, the literacy coach must have a solid foundational knowledge of literacy curriculum and pedagogy. The coach must also have a clear knowledge of educational standards to ensure a quality standards-based instructional program.

WHAT ARE THE DIFFERENCES BETWEEN A LITERACY COACH AND A READING SPECIALIST?

After the Reading First legislation was enacted in 2000, the role of the literacy coach emerged. Reading specialists, on the other hand, have been working with teachers and students since the mid-1960s, when the Elementary and Secondary Education Act was passed during the Johnson administration. As a result of this legislation, pullout and in-class models have been used historically. At first, the predominant method was pullout instruction. Eventually, a blend of both models was accepted and often implemented in the same school.

As the role of the literacy coach became more prevalent, the literacy coach and the reading specialist began to work side by side in the same school. In some states and school districts, the literacy coach works only with students in the classroom, but in other states and school districts, the literacy coach works only with teachers. In still other situations, the literacy coach works with both students and teachers. Whatever the structure of providing reading services and coaching services, there are distinct differences in the primary function of each role.

In several states, there is a distinction between the literacy coach and the reading specialist. The reading specialist may work with both teachers and students. In fact, the Position Statement developed by the International Reading Association calls for the reading specialist to fulfill three roles: instruction, assessment, and leadership. However, the literacy coach generally works only with teachers. Regardless of how the state or school implements these services, the role is to improve the teaching and learning that occur as part of the educational program.

Figure 1.1 (Jay, 2005) conveys the contrasts that *may* exist between the two roles. However, in most areas of the chart, you will notice a duality of

goals. The categories provide similar areas of focus, but the clientele is different. For the literacy coach, the direct recipient of services is the teacher; for the reading specialist, the direct recipient of services is the student.

The essential function of both the coach and the reading specialist is to improve instruction. While the reading specialist models and guides the work of children, the literacy coach models and guides the work of teachers. The reading specialist meets with the same groups of children routinely throughout the year for the purpose of providing instruction (Bean, 2005). The literacy coach may or may not work with the same teacher(s) throughout the course of the year. If the coach determines that a teacher has met an improvement goal, that teacher may be coached for only a part of the year, and the coach would then focus on working with other teachers in the school.

The professional roles of both the literacy coach and the reading specialist require high skill in observation, note making, and foundational knowledge of literacy teaching and learning. Although both roles demand knowledge of the curriculum, the literacy coach generally needs a more global understanding, as the coach is usually responsible for schoolwide or districtwide curricular efforts. The reading specialist, in contrast, often may be focused on particular grade-level or adjacent grade-level curricula (Wepner, Strickland, & Feeley, 2002). Additionally, the role of the literacy coach requires skills in working with adult learners.

The literacy coach needs to plan to work with teachers, not only in the classroom but also in professional development groups and feedback sessions (see Figure 1.1). The reading specialist's planning is situated in two distinct settings: with students in the regular classroom as a part of a coteaching model and in a second setting of self-contained small-group sessions. Regardless of their roles, the coach and the reading specialist should have strong organizational skills. They should be able to organize their time and resources so they can efficiently and effectively meet the demands of their positions. The planning role of the coach requires collaboration with principals and other administrators, whereas the planning role of the reading specialist requires collaboration with teachers and parents. The reading specialist often works as part of a child-study team in which she shares testing results and observational reports, and she may offer suggestions for reading strategies to be implemented both at home and at school.

Professionals in both roles are required to provide both formal and informal reports to stakeholders. Standard, efficient use of both oral and written communication is necessary. It is critical for coaches to communicate effectively with teachers and administrators. The reading specialist should communicate effectively with children, classroom teachers, staff who serve as part of child-study teams, and parents (Wepner et al., 2002).

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Figure 1.1 Essential Differences Between the Literacy Coach and the Reading Specialist

<i>Essential Differences</i>	<i>Literacy Coach</i>	<i>Reading Specialist</i>
Function	<ul style="list-style-type: none"> • Improving instruction through focused work with regular classroom teachers • Planning, modeling, observing, and feedback; resources are targeted toward teachers' learning. 	<ul style="list-style-type: none"> • Improving instruction through focused work with children • Teaching designated group(s) of children daily/regularly • In class: Coplanning occurs between teacher and reading specialist. • Pullout instruction: Planning, modeling, observing; feedback and resources are targeted toward children's learning.
Skills	<ul style="list-style-type: none"> • High foundational knowledge of documented curriculum • High knowledge of taught curriculum and reasons that it differs from documented curriculum • High foundational knowledge of reading and writing • Observational skills of teacher's strategy use, verbal and visual cues, questioning techniques, use of resources, etc. • Note making 	<ul style="list-style-type: none"> • High foundational knowledge of reading and writing • Observation skills of children's strategy use and other reading behaviors • Note making
Planning	<ul style="list-style-type: none"> • Instructional formats for modeling in classrooms • Professional development (group meetings) • Feedback sessions • Participation in meetings with principal(s) and/or other administrators 	<ul style="list-style-type: none"> • Instructional formats for working with students • Parent-teacher conferences • Child-study team meetings
Reporting	<ul style="list-style-type: none"> • Usable feedback to classroom teachers • Formative feedback to principals (and/or other administrators/stakeholders) • Written reports and communication for school or districtwide distribution 	<ul style="list-style-type: none"> • Feedback regarding strategy use to children • Feedback regarding strategy use/misuse by children to teacher • Report cards to parents; conferences • Team meetings: Grade-level teams, support teams, child-study teams

<p>Assessments</p>	<ul style="list-style-type: none"> • Ongoing assessments of teachers' progress • Self-assessment regarding preparation, implementation, and feedback of coaching sessions • Match between coaching-instruction progress and school's long-term improvement plan • Match between coaching-instruction progress and standardized test improvement 	<ul style="list-style-type: none"> • Ongoing reading assessments of children's progress • Self-assessment regarding pedagogy, resources, etc. • Match between instructional progress and standardized test improvement of both individual children and groups of children
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Source: Jay, A. (2005, May). *Leading a winning literacy team: The complex roles of coaching, training and management*. Paper presented at meeting of the International Reading Association, San Antonio, TX.

Another aspect of duality is the critical nature of reflective practice for both the coach and the reading specialist. Self-assessment is essential to the ongoing rigor of the school-improvement process. Both professionals must have a thorough understanding of standardized tests, as well as informal checklists or other data-collecting instruments used by the teachers in their schools.

No matter what the role, foundational knowledge is essential. But the players are different due to their developmental nature. Adult learners have different needs than children. The dynamics of sharp skills, efficient planning, effective reporting, and quality assessment are critical for the literacy coach. These qualities will breed rapport, respect, motivation, and collaboration, and, more important, these interactions should promote a “we are in this together” mentality.

COACHING LABELS

In the educational arena, the concept of coaching has been given different labels such as *peer*, *technical*, *team*, *collegial*, *cognitive*, and *challenge* coaching (Garmston, 1987; Wong & Nicotera, 2003), and these also apply to literacy coaching. While the term *coaching* can be given different labels, all of these labels give a picture of the various functions of a literacy coach. In common among the terms is the notion of the coach as skilled mentor and the teacher of literacy to a less skilled yet able colleague. The labels vary in that some of the terms connote individual coaching exclusively, while others may refer to both individual and group coaching. Figure 1.2

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provides an overview of the coaching labels presented, and the next sections in the text will discuss the terms in more detail.

Peer Coaching

The *peer coaching* label first appeared in American public education in the 1980s to designate peer or master teachers who were very skilled at teaching. They were assigned to assist other, less-skilled teachers with curriculum implementation and the development of teaching strategies (Joyce & Showers, 1996). However, Bean (2005) indicates that sometimes the teacher only watched while the peer coach demonstrated lessons in the classroom. In this situation, no rich discussion of the demonstration lesson occurred between the teacher and the coach. Shared reflection was missing because there was no dialogue at the end of the lesson.

To shed further light on Bean's comments, we might consider a situation in which two third-grade teachers have been assigned to peer-coach each other as part of a schoolwide peer-coaching endeavor. These teachers

Figure 1.2 Coaching Labels, Descriptions, and Implementation

<i>Label</i>	<i>Coach's Description</i>	<i>Teacher's Description</i>	<i>How Implemented</i>
Peer Coach	Master teacher	Less-skilled teacher	Individually
Technical Coach	Expert in new technique or new curriculum	Less skilled or unfamiliar with new technique or new curriculum	Individually, team
Team Coach	Assists, plans, and coteaches with teacher	Plans and coteaches with coach	Individually
Collegial Coach	An expert who leads a group or department	A group or department that interacts with the coach for professional development	Team
Cognitive Coach	A goal setter who assists teacher in skill reinforcement or expansion after observing and conferring with the teacher	A practitioner who is observed by the coach and then confers with coach and sets goals for future instructional implementation.	Individually
Challenge Coach	A problem solver with a focus on a specific classroom or a specific curriculum implementation issue.	Practitioner(s) who work toward a solution of a problem with the guidance of the literacy coach.	Individually, team

have been working together for several years but are now given the opportunity to observe in each other's classrooms. After taking turns observing, the teachers may offer general comments about positive impressions of each other's teaching. They may remark about each other's positive interaction with the students. However, they do not exchange concrete suggestions about missing elements in the lesson: pacing, pedagogical techniques, or resources used. Discussion of these elements would have made the peer coaching more thorough.

In schools today, the peer literacy coach does model and demonstrate the teaching of lessons. Although the coach may well express positive impressions of the class observed, in the peer-coaching model, he will also share feedback and possibly set goals with the teacher for practices that need improvement. In the example above, the third-grade peer coaches omitted goal setting.

The literacy coach, who is always considered a peer coach, does discuss the lesson with the classroom teacher. She thoroughly covers all elements of the lesson. Thus, good communication skills are an important asset for the literacy coach in promoting professional development and growth in the classroom teacher.

Technical Coaching

The *technical coaching* label implies that the literacy coach has instructional expertise. In this role, the literacy coach assists the classroom teacher in implementing new curricula and new instructional techniques into current procedures (Wong & Nicotera, 2003). The classroom teacher focuses on incorporating the new strategies and techniques based on guidance from the coach. The coach must have skills in working with adults in this situation.

If a literacy coach has expertise in writing instruction, the classroom teacher may call upon the coach for assistance with conducting writing conferences in a middle school classroom. Possible areas of discussion might include scheduling and organizing writing conferences, actually conducting conferences, minilessons, and the physical rearrangement of the classroom. For example, the coach might show the teacher some examples of note taking during an actual student writing conference. As the coach models, the middle school teacher watches the coach conduct the conference. After the conference, the coach and teacher meet to discuss what was done and why. The next step would be for the teacher to conduct conferences with the coach participating as an observer. A feedback session would follow. In technical coaching, it is important that the steps of the process as demonstrated by the coach remain intact. At the

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same time, however, the teacher should be able to maintain his own style and creativity while interacting with the student.

Team Coaching

When *team coaching* occurs, the literacy coach plans with the teacher, pools experiences with the teacher, and shares aspects of pedagogy with the teacher as a member of a team. This type of coaching creates an environment that is conducive to teamwork. The coach can provide additional materials and supplies that the classroom teacher may need.

In this setting, the coach assumes an equal share of the planning and teaching responsibility. In addition to planning, this coaching concept includes selection of resources and rehearsal of what should happen when the teacher implements the lesson.

An example of team coaching is conveyed in the following elementary scenario. If a primary grade teacher is struggling with developing fluency, the literacy coach may introduce the concept of readers' theater to the teacher. Together, the coach and the teacher would demonstrate to the children how to read the different parts in the play. They would then guide the children through their own reading; both adults would rehearse with the children, reading the parts of the script for the entire instructional period. This joint effort is a true team effort and most closely resembles what reading specialists do when they coteach with classroom teachers.

Collegial Coaching

According to the position statement *The Role and Qualifications of the Reading Coach in the United States* issued by the International Reading Association (IRA; 2004), literacy coaches collaborate with classroom teachers to achieve particular professional objectives. This definition describes *collegial coaching*. The coach engages classroom teachers in professional dialogue about their teaching, and the coach provides feedback as a mentor. However, the literacy coach does not assume the position of supervisor or evaluator of the classroom teacher.

The following vignette is offered as an example of collegial coaching. In a high school English department, some of the teachers would like their students to begin using electronic response journals. The coach might be asked to provide assistance if the teachers need to develop electronic response journals to literature. In this particular English department, a few teachers are uncomfortable with using this format. At first, the coach could meet with the entire department for several sessions to reaffirm the department's goal and help everyone feel included. These sessions could

be used to offer tips on how to incorporate this tool into routine practices. Then, the coach could facilitate other sessions for those who were hesitant to use the electronic response journals. In this way, technology integration into the English curriculum would be promoted. The coach has functioned in a collegial manner by creating a cohesive team and by providing additional support to those who needed it.

Cognitive Coaching

In *cognitive coaching*, the emphasis is on improving the classroom teachers' practices by assisting them with refining and expanding their skills (Bean, 2005).

For example, after videotaping a lesson, the teacher and the coach could sit down and discuss what went well and what might be improved. The teacher is encouraged to reflect on the specific strengths and weaknesses of the lesson during the conference with the coach. This is the essence of cognitive coaching. The conference becomes a springboard for goal setting for future work with the coach. The literacy coach reflects on the observed lesson and on the teacher's reflections and considers the next steps in the process of coaching this teacher.

Challenge Coaching

When a specific problem arises and is identified by the literacy coach, this situation is considered *challenge coaching*. The problem may not be confined to a specific classroom but may occur in a larger setting, such as a particular grade level or even at the school level (Ackland, 1991; Becker, 1996). Here, the coach puts on a mystery sleuthing hat, which may include problem solving and lead to action research (research conducted by teachers in their own classrooms).

Consider the following scenario. The year after the district adopted a new reading text, three of the four fifth-grade teachers retired. The remaining teacher had a negative attitude about the newly adopted text. The principal and the coach were both concerned that newly hired teachers and the remaining veteran teacher might not plan and work together well to provide high-quality instruction. In that case, all four teachers would need coaching. The question for the coach is whether the fifth-grade teachers should be worked with individually or as a grade-level group. The answer to the question will depend on the coach's consideration of these variables: individual personalities of the teachers, reading philosophies of the teachers, and the group dynamics of the teachers.

POSITION STATEMENTS ON THE LITERACY COACH

National teacher organizations, such as the International Reading Association and the National Council of Teachers of English, as well as prominent committees, such as the National Reading Panel, have either directly or indirectly had an impact on the role of the literacy coach. Each U.S. state looks to these organizations for guidance in forming certification programs and guidelines. As stated previously in this chapter, establishing a certification as a literacy coach is being considered by many states and has already been established by some. The IRA has been instrumental in emphasizing standards in an effort to promote quality for coaching regardless of where it occurs or who does it. These position statements may be accessed from the Web sites of these organizations:

- International Reading Association (www.reading.org)
- National Council of Teachers of English (www.ncte.org)

ROLE AND QUALIFICATIONS OF THE LITERACY COACH

The International Reading Association's position statement on the *Role and Qualifications of the Reading Coach* (2004) delineates five criteria that should demarcate the role of the coach. The document states that a literacy coach should have the following characteristics.

1. Be an excellent classroom teacher.
2. Have an in-depth knowledge of reading processes, acquisition, assessment, and instruction.
3. Have experience working with teachers to improve their practices; be a reflective practitioner herself.
4. Have excellent presentation skills; have knowledge and experience in presenting at local, state, and national conferences.
5. Have experience or preparation that enables him to observe and model in classrooms and to provide feedback to teachers. This final criterion includes the skills necessary to be sensitive to the needs of the teacher and to engender trust in the relationship with the teacher.

STANDARDS FOR MIDDLE AND HIGH SCHOOL LITERACY COACHES

Recently, the IRA collaborated with the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National

Science Teachers Association, and the National Council for the Social Studies to issue the *Standards for Middle and High School Literacy Coaches* (2006). This document structures the standards into two distinct parts: leadership standards and content literacy standards.

The leadership standards are written for the middle and high school literacy coaches without reference to the particular content area in which they are giving assistance. The content area literacy standards are written to ease the challenge that coaches face when assisting teachers in a particular curricular area, such as English language arts, math, science, or social studies.

The four key components of middle and/or high school literacy coaching as stated in the document (IRA, 2006) involve the need for the coach to be skillful as a *collaborator*, *instructional coach*, *evaluator of literacy needs*, and *instructional strategist*.

Collaborator

As a skillful collaborator, the literacy coach will assist the principal in developing a school literacy team. The coach will work with the school's literacy team to determine the school's instructional strengths. Collaborating with the literacy team, the coach can then develop a needs assessment plan for the whole school. In this role, the literacy coach promotes and facilitates productive relationships with and among the staff.

As a collaborator, the literacy coach in the middle or high school might need to focus on a teacher's weakness in guiding sufficient practice of a new skill taught to children. For example, the principal has concerns about a sixth-grade teacher based on both his informal observations and some communication with parents. The parents are distressed that their children are not grasping concepts because the teacher has not allotted much learning time before the students are tested on the material. The principal approaches the literacy coach about helping the teacher guide student practice. The literacy coach and the principal need to communicate in an honest, confidential manner so that the coach can work with the teacher to help him recognize areas in which he could improve his instructional practice. Effective coaching can certainly help to improve the literacy team at this grade level or the entire department if the struggling teacher becomes able to perform at a similar level as his peers.

Another example of the literacy coach as collaborator might involve work in a middle or high school that lacks print materials for students' use. The coach might be responsible for leading or coleading a committee to examine and carefully select materials. Then the committee can adopt those materials that are the best fit for the curriculum and the students.

When the committee's work is finished, the coach's work would continue as she helps the teachers learn to use the materials effectively in a variety of ways.

Instructional Coach

As a skilled instructional coach, the literacy coach works with teachers in the core content areas (math, science, and social studies), providing practical suggestions on a full range of reading, writing, and communications strategies. This work may be done with individual teachers, in collaborative teams consisting of teachers from several departments, or with individual content area departments. In this role, the literacy coach observes and provides feedback to teachers on instruction related to both literacy development and content area knowledge.

The coach's ability to recognize the absence or misuse of instructional strategies is dependent upon the regularity with which the coach observes a teacher at length (at least a full class period as opposed to a few minutes). Close teacher observation and careful note making should enable the coach to provide useful feedback to the teacher. For example, if a teacher is consistently giving directions but neglecting the demonstration or explanation of how to do a required task, the coach needs to be mindful of the oversight and tactful in making the teacher aware of the need to incorporate strategy use into his instructional routines.

Evaluator of Literacy Needs

As a skillful evaluator of literacy needs, the literacy coach interprets and uses assessment data to inform instruction within various subject areas. The literacy coach assists faculty in the selection and use of a range of assessment tools to make sound decisions about student literacy needs. Analysis of the assessments will provide the coach with data to implement a literacy improvement plan—one of the end goals of the collaboration effort. The literacy coach also conducts regular meetings with content area teachers to examine student work and progress. The examination of and reflection upon student work provides information for action planning for the present year and for the next year. For example, after working for a few years in the middle school and at the high school, the literacy coach notices that the expectation for ninth-grade report writing is very different for the English department and the science department. The literacy coach could provide professional development venues in which the two departments come together to examine and reflect on actual writing samples of students. Criteria could be discussed and established; the

dialogue would certainly help one department understand the other's rationale for expectations in writing. Rubrics and standards might be introduced to help provide common ground for the two departments to continue examining students' work and to achieve coherence in their expectations and goals for students' writing.

Instructional Strategist

As an instructional strategist at the secondary level, the literacy coach is an accomplished middle and high school teacher who is skilled in developing and implementing instructional strategies for improving academic literacy in the core content areas (English language arts, math, science, and social studies). After careful observation, the literacy coach may realize that most of the middle and high school teachers are using graphic organizers with their students. Some use them as individual worksheets, while others use them as preteaching frameworks to structure class discussion. The graphic organizers range from basic to complex, and few organizers are used more than once or twice. To help teachers use graphic organizers more effectively so that the middle and high school students become familiar with their purpose, the coach might select and share some key graphic organizers that could be used across content areas. These graphic organizers could be used as before-reading/writing activities and after-reading/writing activities. The goal would be to reduce the number of graphic organizers used and increase the productivity of student responses based on the organizers.

Additional definitions of literacy coach can be found in the *Standards for Middle and High School Literacy Coaches* (IRA, 2006), which provides a chart of six key sources and details the roles, qualifications, and responsibilities of coaches cited by each source.

LITERACY COACHING CLEARINGHOUSE

Two of the nation's most respected teachers' organizations have collaborated to form a clearinghouse for literacy coaches. This collaboration is a model of the cooperation inherent in the ideal role of literacy coaches within their schools. The goal of the Literacy Coaching Clearinghouse, sponsored by IRA and the National Council of the Teachers of English (NCTE), is to provide information on how literacy coaches are being prepared and supported and how literacy coaches are being utilized in schools. The clearinghouse provides information about what research concludes about their effectiveness and what is needed to extend their

contributions to student learning. Models for assessing literacy coaching programs will also be provided by the clearinghouse. For more information on the clearinghouse, contact Ken Williamson, executive director at NCTE, at kwilliamson@ncte.org or Nancy Shanklin, director of the Literacy Coaching Clearinghouse at the University of Colorado at Denver, at nancy.shanklin@cudenver.edu. The Web site for the Literacy Coaching Clearinghouse is www.literacycoachingonline.org.

LITERACY COACHING CERTIFICATION THROUGHOUT THE UNITED STATES

As we have mentioned previously in this chapter, literacy coaches have been given different titles depending on the state and the school district in which they teach.

Reading specialists and reading teacher positions are also given different labels according to state certification standards. In Resource A, you will find a survey that was conducted by the authors of this text regarding the certification status of reading specialists, literacy coaches, and reading supervisors across the United States. You will notice that only a few states have certification for literacy coaches either listed or pending on their Web sites.

If you would like more information about the reading teacher/specialist, supervisor, or literacy coach certificate for a particular state, a contact list including street addresses, telephone numbers, fax numbers, e-mail addresses, and/or Web sites is located in Resource B.

AN EXPERT'S THOUGHTS: DR. CATHY ROLLER

Reading Today featured a prominent front-page article titled "IRA, Others Develop Middle, High School Literacy Coaching Standards" ("IRA, Others," 2005) in which Dr. Cathy Roller, director of research and policy for IRA, emphasized the critical need to improve adolescents' literacy skills in American schools. The article stressed the collaborative work of IRA with NCTE, NCTM, the National Science Teachers Association (NSTA), and the National Council for the Social Studies (NCSS) in producing the document *Standards for Middle and High School Literacy Coaches* (2006).

Dr. Roller's expertise as a prominent researcher and her many experiences with these acclaimed national and international organizations led us to seek her comments concerning current issues involving the role of the literacy coach. The authors' interview with Dr. Roller follows:

Q: What does the present research say to you about literacy coaching?

A: There are not very many specific research studies about literacy coaches. Some evaluation research has been conducted by Pogonroff in New York and by a consortium in Southern California. There is a document by Elizabeth Sturdevant published by the Alliance for Excellence in Education.

Right now we are in a second stage of research evidence. We know that the type of research model with a coach and long-term site-based professional development has good sound research support. But there are not a great number of research studies related to specifics of reading coaching.

Q: Will the International Reading Association (IRA) be conducting research on literacy coaching?

A: IRA will probably not do specific research on coaching. Although some of IRA's research grant awards have been given to coaching studies, most of the research information about coaching is coming from the Reading First evaluations. The research studies are analyzing how coaches spend time. One of the preliminary findings is that coaches spend a lot of their time in support activities like organizing materials and doing scheduling. Unfortunately, reading coaches are spending less time than is desirable in working with teachers in classrooms.

Q: What do you know about certification of literacy coaches in different states?

A: Ohio has developed a certification program that involved all of the universities. There is a brief report about the program on the IRA Web site (www.reading.org). The name of the article is "Ohio Creates New Career Path in Literacy" by Beth Cady. It appeared in *Reading Today* under the "Best Practice" section (Cady, 2005).

Q: What do you see as the strength of promoting literacy coaching at this time?

A: The real strength at this time is the recognition that site-based professional development can improve reading scores. I think that it is really important that we use a site-based, long-term research approach to improving reading achievement through improving teachers. That approach is its strength.

Q: What about the political underpinnings of literacy coaching?

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A: I am not as concerned about the politics as I am about the lack of consistency across the national, state, and district requirements that the person in the reading coach position be a reading specialist and have an extensive knowledge of reading. The nature of education in the United States is that it is locally controlled, and that is why there are inconsistencies across the states.

Q: Districts are hiring coaches from nonprofit organizations because they do not want to take teachers out of the classroom. Many of the reading coaches from nonprofit organizations are not reading specialists. Do you think that this is a problem?

A: I think that is a big concern. This is the same situation that often occurs with educational innovations. You have a good idea, and everybody latches onto it. However, the implementation isn't consistent, so the results aren't consistent. Then people draw the conclusion that the innovation doesn't work. Nothing that is badly implemented works.

Q: What do you think universities and professional development experts should be doing to ensure that quality literacy coaching occurs?

A: The first and most important thing is that universities should have good connections with state departments of education. That is an agenda that faculty members and administration in the universities in the past understood. They paid attention to the state departments. As the emphasis in universities shifted to achieving more publications and more publications, those relationships were viewed as less important. There are many states where there is no relationship between the university and the state department and in some states, there is a very adversarial relationship between the state department of education and the university.

It is very important that universities understand that it is *the state department* of education that certifies teachers. When university faculty start complaining about academic freedom, they must remember that they may have academic freedom in teaching their courses, but the state may choose not to certify. Once you ask the state department to certify the graduates of the universities, you have to pay attention to what the state department is asking. The best way to make sure that your program is accepted is to be aligned with the state department and make sure that your expertise has an impact on state requirements for certification. If you influence certification requirements, you can be sure that state requirements are consistent with good teacher preparation. That is one of the really important things that universities need to do.

We are just completing a review of the literature of teacher preparation at the undergraduate level, and essentially research in teacher preparation and reading coaches would fall into that group. We have noticed that it is a cottage industry. There are single studies, conducted at single sites, done by a single professor trying to improve their own practices. So another thing that has to happen is that we have to have big money for research. We are very pleased that the Education Research Center at the Institute for Educational Sciences has now included teacher preparation as a part of the agenda for education research. Thus, there have been some very big teacher quality grants, and teacher education programs have become a target for research funding. Some grants have been awarded, and some more grants have been submitted. So we are beginning to see some large-scale research in teacher preparation. We have been working for that, and we are beginning to see it happen.

Another thing that universities need to do is to strengthen their programs. What we are finding with the NCATE approval process is that most university programs do not have a coaching aspect. So we are granting conditional approval and 18 months to revise coursework so that programs *do* address coaching issues and responsibilities.

Q: Do you think that more courses from the educational leadership program should be incorporated into the literacy coach programs?

A: Actually, what I think would be useful is a practicum in how you help teachers improve their practice. You could do that easily in summer institutes. You could have teachers working with kids, and then reading coaches could work with groups of teachers and provide input and feedback on instruction. That is another thing that universities need to do to strengthen their programs. Then you would have a really top-notch reading coach in every school.

Q: How do you think some of the national mandates, such as Reading First and Reading Next, will play out in the future?

A: A lot depends on how effectively the money is used. If the Reading First research shows some strong positive effects, the coaching model with the reading emphasis will really catch on. The secondary model in Striving Readers, which began with a small program that included strong evaluation research, may have a long-term effect because you don't have a lot of money flooding the market at one time. In some places with both state and federal initiatives moving in, you have what I call "slap dash hire a warm body" kind of coach situations. That is bound to lead to poor implementation. To start small and do

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more research as you go is a more rational approach to implementing coaching.

Q: Is IRA working on quality control issues, and are they looking at the standards and qualifications of literacy coaching?

A: IRA already has standards. In the “Standards for the Professionals” document, information about the reading specialist/literacy coach is very prominent. In *Standards for Middle School and High School Literacy Coaches*, there is more of a focus on the subject matter issues. Thus there are two sets of standards that IRA has related to reading and literacy coaches, and there is a position statement.

We find that the standards do have an impact, particularly through the NCATE process, but most schools of education do not feel compelled to get their reading specialist program approved by IRA. One of the things that NCATE requires is a six-hour practicum. There are many universities across the nation where there is no practicum required.

Q: Why do graduate reading students not participate in the practicum?

A: Universities need to be a little more sensitive to the practicing teachers in their programs. They should consider permitting practicing teachers to do the practicum in their own classrooms and schools. A really good practicum program could be structured with teachers teaching in their own settings. It would make it harder for the university to supervise under this plan because each teacher might be doing something different in each individual classroom. However, it would make it more possible for the teacher to complete a practicum.

Universities should also have strong summer course offerings. Many university faculty do not want to teach in the summer. Universities need to be more customer-sensitive. This is one of the reasons that the neighboring school districts or regional educational consortiums and everyone else enter into the teacher-training act. These outside entities are willing to look at the needs of the customer. Universities seem to take the position that looking at customer needs is not good. But customer sensitivity does not have anything to do with quality. I think that you can have strong quality and still meet the needs of your customer.

Q: What final comment would you like to share about literacy coaching?

A: My big hope is that we will get a strong implementation of literacy coaching, but my fear is that we won't due to all of the issues that I have previously mentioned.

SUMMARY

Chapter 1 provided information about why literacy coaching is important as a focused professional development venue. The daunting task of improving teaching and learning in America's schools should be a constant effort of all in the educational field. The role of the literacy coach as an expert with strong foundational knowledge in teaching, assessing, curriculum, and standards has become critical in national efforts to maintain and incorporate quality instruction in classrooms today. This chapter emphasized the experience and the knowledge of the coach and addressed descriptions of the various labels of a coach as peer, technical, team, collegial, cognitive, and challenge.

A clear distinction was made between the role of the literacy coach and the role of the reading specialist. The IRA position statements on these roles were used as the basis for comparison. The *Standards for Middle and High School Literacy Coaches* (IRA, 2006) state that literacy coaching has been defined in the literature according to the various roles that literacy coaches perform. The IRA standards detail the qualifications that coaches need and explain the responsibilities that coaches have. Both of these documents reflect different aspects of literacy coaching and their definitions.

Information regarding certification requirements throughout the 50 states was rendered in a comprehensive chart. In addition, an interview with Dr. Cathy Roller, director of research and policy for IRA, was included in the chapter.

TOPIC EXTENSIONS FOR CLASS SESSIONS OR STUDY GROUPS

1. Compare the IRA literacy coach qualifications in Appendix A to the requirements of the reading coach in your state. If your state does not have standards for the literacy coach, develop ideal criteria based on the IRA position statement. (See IRA, 2004.)
2. Refer to the scenario given in the section on "Challenge Coaching." Design a written action plan for working with those fifth-grade teachers on a weekly basis over six months. Be prepared to give an oral bimonthly report to the principal on the progress and issues you observe for each two-month period.
3. With four other colleagues, role-play a literacy coach working with the eighth-grade social studies and science departments. The departments are concerned because their standardized test scores have

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been weak. Have each member of the group assume one of the following roles as delineated in *Standards for Middle and High School Literacy Coaches* (IRA, 2006):

Collaborator

Instructional coach

Evaluator of literary needs

Instructional strategist

Create and report on a plan for the professional development needs of each of the represented department teachers.

RESOURCE A: CERTIFICATION BY STATE

<i>State</i>	<i>Read Spec</i>	<i>Lit Coach</i>	<i>Read Supv</i>	<i>2nd Endorse/ Cert</i>	<i>Other Terms or Labels to Check</i>
Alabama (AL)	Yes	No	No	x	
Alaska (AK)	No	No	No	x	
Arizona (AZ)	Yes	No	No	x	
Arkansas (AR)	Yes	No	No	x	
California (CA)	Yes	No	Yes	x*	
Colorado (CO)	Yes	No	No		English/Language Arts + Reading Teach
Connecticut (CT)	No	No	No		
Delaware (DE)	Yes	No	No		
District of Columbia (DC)	No	No	No	x	K-12 Reading Licensure
Florida (FL)	Yes	No	No	x	
Georgia (GA)	Yes	No	No	x*	Instructional Supervision
Hawaii (HI)	No*	No	No		
Idaho (ID)	Yes*	No	No		
Illinois (IL)	Yes	No	No		General Reading
Indiana (IN)	Yes	No	No		General Reading; Indiana Standardss
Iowa (IA)			No		General Reading; Reading K-6; Reading 6-12
Kansas (KS)	Yes*	No	No	x	
Kentucky (KY)	Yes*	No	No	x	Reading and Writing
Louisiana (LA)	No	No	No	x	Language Arts
Maine (ME)	Yes*	No	No		Literacy Specialist
Maryland (MD)	Yes	No	No		Specialist
Massachusetts (MA)	Yes	No	No		Specialist
Michigan (MI)	Yes	No	No	x	
Minnesota (MN)	No	No	No		K-12 Reading Licensure
Mississippi (MS)	No	No	No		K-12 Remedial Reading
Missouri (MO)	No	No	No		
Montana (MT)	No	No	No		Reading

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Resource A (Continued)

<i>State</i>	<i>Read Spec</i>	<i>Lit Coach</i>	<i>Read Supv</i>	<i>2nd Endorse/ Cert</i>	<i>Other Terms or Labels to Check</i>
Nebraska (NE)	Yes	No	No		Curriculum Supervisor
Nevada (NV)	Yes	No	No		Reading Teacher
New Hampshire (NH)	Yes	No	No		
New Jersey (NJ)	Yes	No	No	x	
New Mexico (NM)	No	No	No		Reading
New York (NY)	No	No	No		Reading Teacher
North Carolina (NC)	Yes	No	No		K–12 Reading Education
North Dakota (ND)	No	No	No		Reading Licensure
Ohio (OH)	No	Yes*	No		"Literacy Specialist" & Reading
Oklahoma (OK)	Yes	No	No		
Oregon (OR)	Yes*	No	No		
Pennsylvania (PA)	Yes	Pend	Yes	x	
Rhode Island (RI)	Yes*	No	Yes*		*Generic Supervisor
South Carolina (SC)	Yes	No	Yes*		Reading Teacher; Clinician; Consultant; Coordinator; Director
South Dakota (SD)	Yes*	No	No		
Tennessee (TN)	Yes	No	No	x	
Texas (TX)	Yes	No	No		
Utah (UT)	Yes*	No	Yes*		Reading Specialist; Supervisor
Vermont (VT)	Yes*	No	Yes*		Coordinator & Specialist
Virginia (VA)	Yes*	No	Yes*		
Washington (WA)	No	No	No		General Reading
West Virginia (WV)	Yes	No	Yes		
Wisconsin (WI)	Yes	No	Yes*		General Reading
Wyoming (WY)	Yes	No	No		

* = National Board Certified Teacher (NBCT) certification

**RESOURCE B: HOW TO CONTACT
STATE DEPARTMENTS OF EDUCATION
FOR CERTIFICATION REQUIREMENTS**

<i>State</i>	<i>Address</i>	<i>Phone/Fax/E-mail</i>
Alabama	Alabama Department of Education Teacher Education and Certification Office 5201 Gordon Persons Building PO Box 302101 Montgomery, AL 36130-2101	T: 334-242-9977 F: 334-242-0498
Alaska	Alaska Department of Education 801 W. 10th St., Suite 200 Juneau, AK 99801-1878	T: 907-465-2831 F: 907-465-2441 E-mail: tcwebmail@ eed.state.ak.us
Arizona	Arizona Department of Education Certification Unit PO Box 6490 Phoenix, AZ 85005-6490	T: 602-542-4367 E-mail: certification@ade.az.gov
Arkansas	Arkansas Department of Education Office of Professional Licensure 4 State Capitol Mall, Room 106B/107B Little Rock, AR 72201	T: 501-682-4342 F: 501-682-4898
California	California Department of Education (CDE) 1430 N St. Sacramento, CA 95814	T: 916-319-0800
Colorado	Colorado Department of Education State Office Building, Room 105 Educator Licensing 201 E. Colfax Ave. Denver, CO 80203	T: 303-866-6628 F: 303-866-6866 E-mail: educator.licensing @cde.state.co.us
Connecticut	Bureau of Certification & Professional Development Connecticut State Department of Education PO Box 150471, Room 243 Hartford, CT 06115-0471	T: 860-713-6969 F: 860-713-7017 E-mail: teacher.cert@po.state.ctus
Delaware	Delaware Department of Education Licensure/Certification Office 401 Federal St., Suite 2 Dover, DE 19901	T: 302-739-4686

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Resource B (Continued)

<i>State</i>	<i>Address</i>	<i>Phone/Fax/E-mail</i>
District of Columbia	Office of Workforce and Professional Development Logan Annex 215 G St. NE Washington, DC 20002	T: 202-698-3995
Florida	Florida Department of Education Bureau of Educator Certification Suite 201, Turlington Building 325 W. Gaines St. Tallahassee, FL 32399-0400	T: 800-445-6739 E-form: www.fldoe.org/edcert/contact.asp
Georgia	Georgia Department of Education Teacher Quality 1852 Twin Towers East 205 Jesse Hill Jr. Dr. SE Atlanta, GA 30334-9048	T: 404-463-1411 E-mail: wehughes@doe.k12.ga.us
Hawaii	Hawaii Department of Education Hawaii Teacher Standards Board 650 Iwilei Rd. #201 Honolulu, HI 96817-5318	T: 808-586-3230/3232 E-mail: mars@notes.k12.hi.us
Idaho	Idaho Department of Education Bureau of Certification & Professional Standards 650 W. State St. PO Box 83720 Boise, ID 83720-0027	T: 800-432-4601
Illinois	Illinois State Board of Education 100 N. 1st St. Springfield, IL 62777-0002 or 100 W. Randolph, Suite 14-300 Chicago, IL 60601-3283	T: 866-262-6663 (Springfield); 312-814-2220 (Chicago) E-mail: certification@isbe.net
Indiana	Indiana Department of Education Division of Professional Standards 101 W. Ohio St., Suite 300 Indianapolis, IN 46204-4206	T: 317-232-9010; 886-542-3672 F: 317-232-9023 E-mail: bbridges@psb.in.gov
Iowa	Iowa Department of Education Board of Educational Examiners Grimes State Office Building Des Moines, IA 50319-0146	T: 515-281-3245 F: 515-281-7669 www.state.ia.us/boee/

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<i>State</i>	<i>Address</i>	<i>Phone/Fax/E-mail</i>
Kansas	Kansas State Department of Education 120 SE 10th Ave. Topeka, KS 66612-1182	T: 785-296-3201/1978 F: 785-296-7933 E-mail: ddebacker@ksde.org
Kentucky	Kentucky Education Professional Standards Board 100 Airport Road, 3rd Floor Frankfort, KY 40601-6161	T: 502-564-4606 F: 502-564-7092 T: 888-598-7667 E-mail: dcert@ky.gov
Louisiana	Louisiana Department of Education Certificate of Preparation PO Box 94064 Baton Rouge, LA 70804-9064	T: 225-342-3566; 877-453-2721 F: 225-342-3499 E-mail: stan.beaubouef@la.gov
Maine	State of Maine Department of Education Certificate Office 23 State House Station Augusta, ME 04333-0023	T: 207-624-6603 F: 207-624-6604
Maryland	Maryland State Department of Education Attn: Certification Branch 200 W. Baltimore St. Baltimore, MD 21201	T: 410-767-0412
Massachusetts	Massachusetts Department of Education The Office of Educator Licensure 350 Main St. Malden, MA 02148-5096	T: 781-338-3000 Web site: www.doe.mass.edu/ educators/
Michigan	Michigan Department of Education 608 W. Allegan St. PO Bo30008 Lansing, MI 48909-7508	T: 517-373-3324
Minnesota	Minnesota Department of Education Educator Licensing 1500 Highway 36 W. Roseville, MN 55113	T: 651-582-8200 E-mail: mde.educator-licensing@state.mn.us
Mississippi	Mississippi Department of Education Educator Licensure Central High School 359 N. West St. PO Box 771 Jackson, MS 39205-0771	T: 601-359-3483 E-mail: ccoona@mde.k12.ms.us; cchester@mde.k12.ms.us

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Resource B (Continued)

<i>State</i>	<i>Address</i>	<i>Phone/Fax/E-mail</i>
Missouri	Missouri Department of Elementary and Secondary Education Educator Certification PO Box 480 Jefferson City, MO 65102-0480	T: 573-751-0051/3847 F: 573-522-8314 E-mail: webreplyteachcert@dese.mo.gov
Montana	Montana Office of Public Education Educator Licensure PO Box 20251 Helena, MT 59620-2501	T: 406-444-3150 E-mail: cert@mt.gov
Nebraska	Nebraska Department of Education 301 Centennial Mall S. PO Box 94987 Lincoln, NE 68509	T: 402-471-2496 E-mail: tcertweb@nde.state.ne.us
Nevada	Nevada Department of Education Teacher Licensing Office 1820 E. Sahara Ave., Suite 205 Las Vegas, NV 89104	T: 702-486-6458 F: 702-486-6450 E-mail: license@doe.nv.gov
New Hampshire	New Hampshire Department of Education Bureau of Credentialing 100 Pleasant St. Concord, NH 03301-3860	T: 603-271-3491 F: 603-271-1953
New Jersey	New Jersey Department of Education 100 Riverview Plaza PO Box 500 Trenton, NJ 08625-0500	T: 609-777-2140 F: 609-633-0291
New Mexico	New Mexico Public Education Department Professional Licensure Bureau 300 Don Gaspar Santa Fe, NM 87501-2786	T: 505-827-5800 E-mail: license@ped.state.nm.us; mgonzales@sde.state.nm.us
New York	Certification Unit New York State Education Department 5N Education Building 89 Washington Ave. Albany, NY 12234	T: 518-474-3901 E-mail: tcert@mail.nysed.gov

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<i>State</i>	<i>Address</i>	<i>Phone/Fax/E-mail</i>
North Carolina	North Carolina Department of Public Instruction Employment and Licensure 301 N. Wilmington St. Raleigh, NC 27601	T: 919-807-3300
North Dakota	North Dakota Education Standards and Practices Board 2718 Gateway Ave., Suite 303 Bismarck, ND 58503-0585	T: 701-328-9641 F: 701-328-9647 E-mail: espbinfo@state.nd.us
Ohio	Ohio Department of Education Office of Certification/Licensure 25 S. Front St, Mail Stop 105 Columbus, OH 43215-4183	T: 614-466-3593 Web site: www.ode.state.oh.us/ teaching-profession/ teacher/certification_ licensure
Oklahoma	Oklahoma State Department of Education Professional Standards 2500 N. Lincoln Blvd. Oklahoma City, OK 73105-4599	T: 405-521-3301 F: 405-521-6205 E-mail: karen_nickell@sde.state.ok.us
Oregon	Oregon Department of Education 255 Capitol St. NE Salem, OR 97310-0203 or Teacher Standards and Practices Commission 465 Commercial St. NE Salem, OR 97301-3414	T: 503-378-3569/3586 F: 503-378-5156 E-mail: ode.frontdesk@ode.state.or.us
Pennsylvania	Pennsylvania Department of Education 333 Market St. Harrisburg, PA 17126-0333	T: 717-783-6788
Rhode Island	Rhode Island Department of Education 255 Westminster St. Providence, RI 02903	T: 401-222-4600; 401-254-3019 E-mail: rmccormack@rwu.edu
South Carolina	Office of Teacher Certification 3700 Forest Dr., Suite 500 Columbia, SC 29204	T: 877-885-5280 F: 803-734-8264 E-mail: certification@scteachers.org

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Resource B (Continued)

<i>State</i>	<i>Address</i>	<i>Phone/Fax/E-mail</i>
South Dakota	South Dakota Department of Education 700 Governors Dr. Pierre, SD 57501	T: 605-773-3134 F: 605-773-6139
Tennessee	Tennessee Department of Education Andrew Johnson Tower, 6th Floor Nashville, TN 37243-0375	T: 615-532-4880 F: 615-532-1448
Texas	Texas Education Agency Educator Certification and Standards 1701 N. Congress Ave., WBT 5-100 Austin, TX 78701-1494	T: 512-463-9734; 888-863-5880
Utah	Utah State Office of Education 250 E. 500 S. PO Box 144200 Salt Lake City, UT 84114-4200	T: 801-538-7740
Vermont	Vermont Department of Education 120 State St. Montpelier, VT 05620-2501	T: 802-828-2445 E-mail: edinfo@education.statete.vt.us
Virginia	Virginia Department of Education PO Box 2120 Richmond, VA 23218	T: 800-292-3820 E-mail: ppitts@mail.vak12ed.edu
Washington	Dr. Terry Bergeson Washington Department of Education Old Capitol Building PO Box 47200 Olympia, WA 98504-7200	T: 360-725-6000
West Virginia	West Virginia Department of Education Office of Professional Preparation (Certification) Building 6, Room 252 1900 Kanawha Blvd. E. Charleston, WV 25305-0330	T: 304-558-2703; 800-982-2378 F: 304-558-7843 E-mail: mfmiller@access.k12.wv.us
Wisconsin	Wisconsin Department of Public Instruction 125 S. Webster St. PO Box 7841 Madison, WI 53707-7841	T: 800-441-4563
Wyoming	Teaching Certification Professional Teaching Standards Board 1920 Thomes Ave., Suite 400 Cheyenne, WY 82002-3546	T: 307-777-7291; 800-675-6893 E-mail: bmarti@state.wy.us