PART II

Disciplinary Literacy Coaching

What Is Literacy Coaching?

Literacy coaching is an approach to professional development that is ongoing and job embedded. Because literacy coaches are situated in schools, they are available on a day-to-day basis to help teachers grapple with the pressing challenges they face in their teaching (Toll, 2005). Literacy coaches may have many titles, including instructional coach, reading specialist, reading teacher, literacy specialist, team leader, or department chair. Although their titles may vary widely, there are typical literacy coaching activities in which they engage (Bean et al., 2015). Coaching activities include providing large-group professional development such as workshops, small-group support such as facilitating study groups and professional learning communities, and individual teacher support such as co-planning and co-teaching. Unlike traditional approaches to professional development that often rely on a single workshop and expect that teachers will "figure it out" on their own, literacy coaching provides ongoing support that aligns with teachers' daily work in their own classrooms with their own students.

What Is Disciplinary Literacy Coaching?

A great deal has been written about literacy coaching in general, especially at the early childhood and elementary levels. Coaching at the middle and high school levels, however, has unique considerations, features, and challenges (Snow, Ippolito, & Schwartz, 2006). In 2006, the International Reading Association (IRA) published the *Standards for Middle and High School Literacy Coaches* that outlined

expectations for coaches in the areas of leadership and content areas. More specifically, the leadership standards focus on being a skillful (1) collaborator, (2) job-embedded coach, and (3) evaluator of literacy needs. In addition, middle and high school literacy coaches are expected to be skillful instructional strategists in the areas of ELA, mathematics, science, and social studies. Furthermore, coaches are expected to know and understand the content and curriculum in the disciplines in which they coach, as well as how literacy is valued and used within each discipline. Taken as a whole, these standards can be overwhelming, suggesting that a literacy coach must be expert in all of the core disciplines. Beyond the IRA standards, there are also expectations for teachers (and therefore for coaches) regarding disciplinary literacy in the CCSS, NGSS, and C3 Framework. When considering all of these expectations for both coaches and teachers, the notion of coaching at the middle and high school levels becomes increasingly complex and daunting. How can we expect a single literacy coach to have expertise and experience in all of these areas? Is that even a realistic or aspirational model for middle and high schools?

In recent years, additional investigation has been done in the field of disciplinary literacy coaching has resulted in a more realistic model for disciplinary literacy coaching wherein the coach must be an expert collaborator and learner who positions the teacher as the expert regarding the discipline (Elish-Piper, Manderino, Di Domenico, & L'Allier, 2014). By working collaboratively as partners with teachers in the disciplines, the literacy coach can be an expert listener, questioner, and facilitator who helps teachers examine, enhance, and reflect on their teaching practices. It is this collaborative model of disciplinary literacy coaching that we describe and develop in this book.

A Note on the Use of the Term "Disciplinary Literacy Coach" in This Book

For the purposes of this book, we use the terms "disciplinary literacy coach," "literacy coach," and "coach" interchangeably to refer to any professional who delivers job-embedded professional development for teachers in the core disciplines of ELA, science, and social studies, regardless of that professional's official job title or the amount of time he or she spends coaching.

Coaching Adults

Many professionals charged with disciplinary literacy coaching responsibilities have not had any professional development or coursework in how to work with adults. Most often, disciplinary literacy coaches were trained as teachers in their disciplines, with a strong emphasis on content knowledge and teaching pedagogy. When they begin to take on coaching responsibilities, they may find that they are uncomfortable, underprepared, and nervous about working with adults—especially their own colleagues! Obviously, working with adults is different from teaching adolescents, but what are those differences? And how can you, as a disciplinary literacy coach,

prepare to work effectively with adults? You have likely seen and used the term "pedagogy," which is the art and science of teaching children, but you may not be familiar with the term "andragogy," which is the art and science of helping adults learn. The theory of andragogy was developed by Knowles (1970), who described adult learners as being self-directed, motivated, experienced, ready to learn, and oriented toward application. The following six principles provide insight and guidance about how adults learn (Knowles, Holton, & Swanson, 2005).

1. Adults want to know why they need to learn something.
2. Adults are most interested in learning when it has immediate relevance to their jobs or personal lives.
3. Adult learning tends to be problem-centered rather than content-oriented.
4. Adults need to be involved in the planning, evaluation, and implementation of their learning.
5. Experience, including mistakes, provides the basis for learning activities.
6. Adults respond best to internal rather than external motivators.

Disciplinary Literacy Coaching and Adult Learning Theory in Action

After reading the characteristics of adult learners and the six principles, you might wonder "What does this look like in disciplinary literacy coaching?" Marilyn Ramirez, a disciplinary literacy coach at Middletown High School, has been coaching for 3 years. She was a social studies teacher, and she also earned an English as a Second Language (ESL) endorsement to help her meet the needs of the many English learners in her school. Marilyn spends four periods per day coaching, and the rest of the day she teaches two sections of global studies for freshman ESL students. During her coaching times, Marilyn attends department meetings, co-plans and co-teaches lessons, and facilitates professional learning community (PLC) meetings related to issues of disciplinary literacy.

When we asked Marilyn to reflect on her transition to disciplinary literacy coaching and to share what she has found to be effective for her coaching, she responded, "I loved and still love teaching social studies. I was excited to take on disciplinary literacy coaching, but I was nervous because I had no formal training or experience coaching or teaching adults. There are a lot of experienced teachers in our school, so I was worried about how I would be able to work with and support them."

Marilyn went on to explain, "During the summer before I started coaching, I read some useful resources [see Figure II.1], and I reached out to other disciplinary literacy coaches who worked in local high schools. Talking to them was a great help because they were able to show me what worked for them and what did not. They were also willing to answer my questions. For someone just going into disciplinary literacy coaching, I recommend finding a support network either within or beyond your own school."

Marilyn also explained, "I started working with my colleagues in social studies, and that was very helpful. I already knew them and the curriculum so I was able

Resource	Description
Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction.* Thousand Oaks, CA: Corwin Press.	This book provides a clear picture of instructional coaching, and it is an ideal resource to read if you are just getting into coaching.
International Reading Association. (2006). *Standards for middle and high school literacy coaches.* Newark, DE: Author.	This set of standards clarifies what literacy coaches need to know and be able to do. It also contains useful background information about coaching in middle and high schools.
Lesinski, R. A. (2011). "Experience is the best sculptor": From high school reading specialist to literacy coach. *Illinois Reading Council Journal, 39*(4), 15–23.	This article focuses on lessons learned by a new high school literacy coach. The practical suggestions are very useful for focusing your coaching work.
Sturtevant, E. G. (2003). *The literacy coach: A key to improving teaching and learning in secondary schools.* Report presented at the annual American High School Policy Conference of the Alliance for Excellent Education, Washington, DC.	This report provides an overview of coaching in high schools, but the part I found most useful was the program examples so I could see different models of coaching.
Stevens, N. L. (2010/2011). The high school literacy coach: Searching for an identity. *Journal of Education, 191*(3), 19–25.	This case study of a practicing high school literacy coach helped me understand the roles, responsibilities, and challenges of coaching.

FIGURE II.1. Literacy coaching resources.

to work with them and build my confidence as a coach. I also reflected on when I had attended professional development workshops or had questions about my own teaching. I thought about what helped me and what frustrated me, too. Beyond thinking about my own experiences, I talked with several teachers at my school, and I asked them what they hoped to get from coaching. They shared insights such as, 'I want to resolve the big challenges I have in my teaching' and 'I want someone to work with me in a nonjudgmental way to help me improve my teaching and my students' learning.' "

As you can see, many of the insights Marilyn developed in her early work as a disciplinary literacy coach align directly with the six principles of adult learning (Knowles, 1970). Marilyn also said, "Once I relaxed, took on the role of collaborator and listened carefully to what the teachers wanted and needed from me, I could really dig into coaching. This is my third year as a coach, and while I'm much more knowledgeable and confident, I sometimes still remind myself to think about the adults I'm coaching and how they learn."

Disciplinary Literacy Coaching and Change

Disciplinary literacy coaches are at the leading edge of change due to expectations in new learning standards. Teachers are being asked to teach in ways that are very

different from how they were trained and how they may have taught previously. Teachers in the disciplines are now being asked to consider how literacy is valued and used and to incorporate these uses into their teaching. Although some middle and high school teachers may embrace these changes with open arms, others may be fearful, anxious, or even angry. Therefore, it is essential that disciplinary literacy coaches keep two key ideas in mind as they lead toward change. First, they must understand the change process itself; second, they must work as part of a literacy leadership team so that change is supported by a team of professionals, not just by a lone literacy coach.

Understanding the Change Process

Change is a staple in education. With new standards, initiatives, and assessments, educators are consistently faced with changing expectations for their teaching and their students' learning. Because disciplinary literacy coaches are charged with supporting teachers as they enact new instructional practices, they need to understand the change process. Although the notion of being a change agent may feel overwhelming, it's important to realize that the change process is fairly predictable.

As we've worked with teachers and coaches in schools, we have found that the concerns-based adoption model (CBAM) is a helpful tool to guide literacy coaching (Hall & Hord, 1987). CBAM is a developmental model composed of seven stages that teachers generally go through as they learn about, struggle with, and implement a new curriculum or instructional approach. Although each teacher may not progress step by step through the stages of CBAM, most teachers do move through the stages in a fairly predictable way that begins with an emphasis on "self," moves to "implementation," and ends with a focus on "results." CBAM is grounded in the idea that the concerns that educators experience at different stages of adopting an innovation offer coaches insights about the types of support teachers may need at certain points in time. To get a better idea of the CBAM, let's look at Figure II.2.

The change process usually begins with a focus on oneself. Teachers typically start at the bottom step with the Awareness phase when they wonder "What is this new initiative?" For example, teachers at the Awareness stage may be asking questions such as "What is disciplinary literacy?" Teachers generally progress to the Information stage as they want more details about the initiative. Teachers at the Information stage may ask "What are the standards for disciplinary literacy in my subject area?" Teachers who are at the Personal stage are most interested in how the initiative will affect them and will ask questions such as "How am I going to address disciplinary literacy instruction in my classroom?"

Once teachers begin to shift their focus to task considerations and are concerned with the logistics of implementing the initiative, they are at the Management stage. Teachers at this stage are concerned with issues such as "How can I use disciplinary literacy instruction in meaningful ways that help me teach my content?" When teachers begin to focus on results, they are at the Consequence stage. At

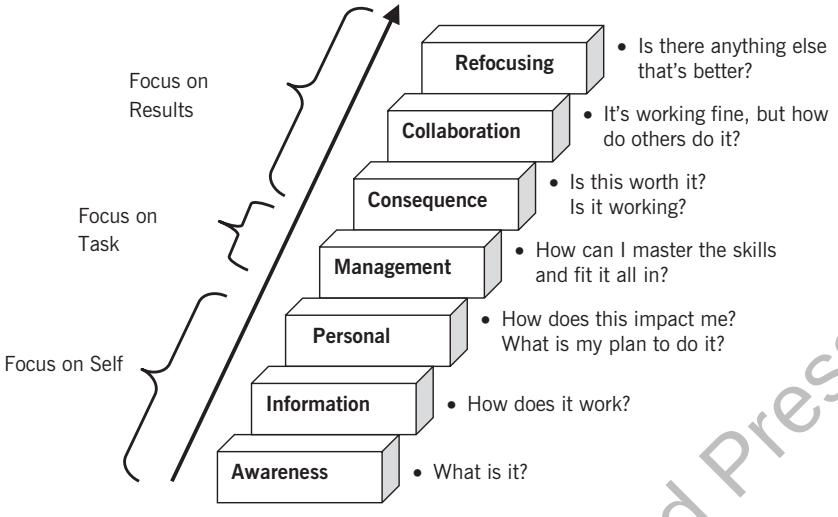

FIGURE II.2. Hall and Hord's (1987) concerns-based adoption model (CBAM). From Elish-Piper and L'Allier (2014). Copyright 2014 by The Guilford Press. Reprinted by permission.

this point, they grapple with the impact and efficacy of the initiative. They tend to ask questions such as "How effective is my disciplinary literacy instruction?" and "How well are my students doing with developing their abilities to read and write arguments in my discipline?" At the Collaboration stage, teachers start to wonder how other educators are implementing the initiative because they want to enhance their own use of it. Teachers may ask questions such as "Who is further along with disciplinary literacy instruction, and what can I learn from them?" The last stage of the change process is Refocusing. During this stage, teachers start to ask questions such as "What else can we do to enhance teaching and learning beyond just implementing disciplinary literacy instruction?" An understanding of CBAM can help disciplinary literacy coaches plan and structure their coaching efforts to make certain that teachers receive the type of coaching support they need when they need it (Hall & Hord, 2006).

Guidelines for Effective Disciplinary Literacy Coaching

Coaching in general, and disciplinary literacy coaching specifically, can feel overwhelming and open-ended. Knowing that you are working with teachers in multiple disciplines and that there are so many different coaching activities you could do, it's essential to set priorities so you can focus your coaching in meaningful and effective ways. Based on our research in schools, we've developed a set of guidelines to help you target your coaching efforts. These guidelines reflect the current state of knowledge regarding effective literacy coaching and provide direction about priorities for literacy coaching (Elish-Piper & L'Allier, 2014; Elish-Piper et al., 2014).

1. *Build capacity.* The main purpose of literacy coaching is to build the instructional capacity of teachers so that all students are taught by highly skilled and effective teachers. Furthermore, by building the capacity of teacher leaders or liaisons, you can also establish a strong literacy leadership team to support professional development efforts across your school.

2. *Consider teacher knowledge.* As discussed in Part I, teachers bring different kinds and levels of knowledge to disciplinary literacy instruction. Namely, they bring their knowledge of their students and how they learn, knowledge of teaching pedagogy and instructional methods, knowledge of both the content and processes of the discipline, and knowledge of literacy. Different teachers will be at different points in terms of what they know and how much they know in each of these areas. If the coach considers teacher knowledge in planning and providing coaching support, he or she can tailor the coaching more closely to teacher needs and goals.

3. *Create sustainability.* If you select and use predictable structures and protocols for meetings, PLCs, and teacher leader meetings, you can make these processes part of the operation of your school so the focus is on disciplinary literacy rather than on deciding how to run a meeting, discuss an article, or examine student work. As your school builds a cadre of teacher leaders, these teachers can begin to take on the role of facilitating some meetings, such as article study groups (Strategy 2). In this way you can build a team to ensure that all teachers have the coaching support they need and want.

4. *Spend as much time as possible working directly with teachers and teacher leaders.* Because they do not teach every period of the day, literacy coaches may be asked to do managerial or administrative tasks, such as inputting assessment data, ordering instructional resources, or "covering" classes for absent teachers. Although those tasks are certainly important and helpful, they do not directly contribute to the quality of teaching or learning in the school. If the tasks you are asked to complete as a coach do not support building capacity or sustainability, work with your administrators to reassign those tasks to others, such as paraprofessionals, clerical staff, student interns, or school volunteers so that you can devote your coaching time to activities that directly support teachers and teacher leaders.

5. *Situate the coach as a collaborator, not an expert.* Given the complexity of coaching at the middle and high school levels and in multiple disciplines, it is not realistic or effective to expect a disciplinary literacy coach to be an expert in each of these areas. Therefore, it is essential that the literacy coach present him- or herself as a collaborator, relying on teacher expertise in the discipline, as well as with the curriculum. Although the coach should strive to gain as much expertise as possible in the disciplines in which he or she coaches, taking a collaborative approach will be most effective in working with the wide variety of teachers and disciplines in middle or high school settings.

6. *Let collaboration develop.* Collaboration is generative, and like any relationship a coaching collaboration takes time. Be patient, listen carefully, and follow

through so your collaborations with teachers can deepen and extend to address more complex and important goals and challenges over time.

7. *Leverage coaching strategies*. Carefully select coaching strategies that will build capacity and address and leverage teacher knowledge. Match coaching strategies carefully to teacher goals and needs. As you consider the coaching strategies presented in this book, make sure you are selecting the best coaching strategy for the teacher and situation based on the available data, as well as your professional judgment.

8. *Focus on student learning*. If you focus your coaching on student learning and student work, you and your colleagues can concentrate on what is actually happening (or not happening) in classrooms. Even the most hesitant teachers tend to take notice and engage in professional development discussions and coaching when they compare their students' work or assessment data with standards or with the work of other teachers' students.

If you remember these eight guidelines, you can make sure that your literacy coaching will be focused, purposeful, and effective.

Three Layers of Coaching

Disciplinary literacy coaching is not a single activity but a range of job-embedded professional development opportunities and supports for classroom teachers. Because disciplinary literacy coaches tend to coach a large number of teachers due to the size of most middle and high schools, it is imperative that they use their time wisely and efficiently. Due to the complexity of teaching and learning, as well as the many changes needed in instructional practice to incorporate disciplinary literacy in meaningful ways, we advocate a layered literacy coaching model (Allen, 2007). We envision the three layers of literacy coaching as the professional development support provided for (1) large groups of teachers, (2) small groups such as teams, departments, or PLCs, and (3) individual teachers (see Figure II.3).

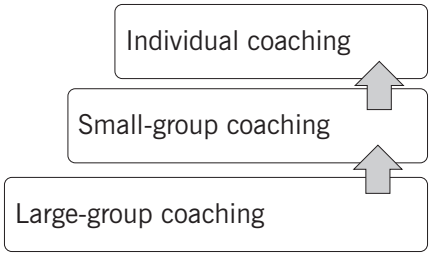

FIGURE II.3. Layers of literacy coaching. From Elish-Piper and L'Allier (2014). Copyright 2014 by The Guilford Press. Reprinted by permission.

To lay the groundwork for disciplinary literacy coaching, we recommend starting with large groups of teachers, such as all of the sixth-grade teachers in a middle school or the entire science department in a high school. Large-group coaching activities focus on building the "big picture" related to disciplinary literacy. Three main benefits of large-group coaching activities are (1) they use coaching time efficiently; (2) they build a common focus, purpose, or goal across many teachers in the school; and (3) they help to create a collaborative climate and shared knowledge base that will be a foundation for coaching that goes more deeply into enhancing teacher practice and improving student literacy learning. Although large-group coaching activities are valuable and a key component of a disciplinary literacy coaching program, they are not sufficient to support teachers in their work to embrace and enact disciplinary literacy instruction.

Small-group coaching activities are an essential layer of coaching because these types of coaching activities are tailored specifically to the needs of small groups of teachers, such as teachers of a specific course, for example, seventh-grade science or high school chemistry. Small-group coaching activities may be facilitated by the literacy coach, but they may also be facilitated by teacher leaders who work with the literacy coach. When teacher leaders are able to facilitate small-group meetings and article study groups, the responsibility for literacy coaching (and leadership) is shared across professionals in the school, which is a critical step toward creating a sustainable coaching model that is not dependent on a single person. Small-group coaching activities focus on supporting teachers in working collaboratively to dig down into disciplinary literacy that is directly relevant to the curriculum and student learning outcomes in the courses they teach.

In some situations, two layers of coaching may be sufficient. This is especially true in schools with strong teacher leaders and a climate of collaboration that supports professional development. However, there are often situations in which teachers require or request individual coaching support to address their specific concerns, goals, or challenges. Newer teachers, those who have recently changed levels or courses, and those who lack confidence or struggle with how to implement disciplinary literacy instruction in their own classrooms are excellent candidates for individual coaching. Ideally, individual coaching flows directly from small-group coaching activities so that the teacher can layer and deepen his or her understanding of what disciplinary literacy is and how to enact some aspect of it in instruction and then actually apply that approach in his or her teaching. Although individual coaching can be quite time-consuming, it can lead to powerful outcomes.

Coaching Stances and Coaching Language

Disciplinary literacy coaches will engage in a wide variety of coaching activities, but there are two important factors that contribute to the coach's effectiveness: coaching stance and coaching language. If coaches listen carefully to what teachers say and

how they say it, coaches are able to adjust the coaching stance they use to support teachers and the language they use to communicate with them (Lipton & Wellman, 2007). A coaching stance is defined as the way that a literacy coach positions him- or herself in terms of the type of support he or she provides and whether the coach or the teacher takes the lead in providing information and problem solving. The three literacy coaching stances are facilitating, collaborating, and consulting (L'Allier & Elish-Piper, 2012a; Lipton & Wellman, 2007). The coaching stances are described in Figure II.4.

The three coaching stances are presented separately, but literacy coaches typically shift from one stance to another within a single coaching conversation. As teachers share their challenges and ask questions, the literacy coach listens carefully to determine the appropriate stance. By listening carefully and considering what teachers say (and how they say it), the literacy coach can determine the most appropriate stance to take and the types of language to use. Figure II.5 demonstrates how teacher language cues can be used to determine the appropriate coaching stance and coaching language for that teacher and situation.

Making the Most of Coaching Time

Many of the middle and high school literacy coaches we know tell us that there are more things to do than there is time. A coach we have worked with, Kim Dauber,

Stance	Description of support	Who provides information and leads problem solving
Facilitating	The literacy coach serves as someone for teachers to "think and problem solve with." The coach asks open-ended questions and paraphrases what teachers say. This stance is most appropriate when teachers have a good deal of knowledge about the issue and just want to have someone with whom to share ideas and discuss options.	The teacher
Collaborating	The literacy coach serves as a partner for teachers in this stance. Both the teacher and the literacy coach bring knowledge to the coaching conversation and share in the problem-solving process. In this stance, the coach often uses inclusive language such as "we," "us," and "our" to show that she or he is working as a partner with the teacher.	The teacher and the literacy coach
Consulting	The literacy coach takes the lead because teachers are frustrated, overwhelmed, or extremely unfamiliar with the topic or issue. In this stance, the literacy coach brings most of the information to the coaching activity and takes the responsibility for leading the problem-solving process.	The literacy coach

FIGURE II.4. Literacy coaching stances. From Elish-Piper and L'Allier (2014). Copyright 2014 by The Guilford Press. Reprinted by permission.

confided that she often wondered, "What did I accomplish today?" Although she could tick off a long list of "random acts of coaching" that had kept her incredibly busy, she couldn't identify how any of these activities could contribute to building capacity, enhancing teacher practice, or improving student learning. In collaboration with Kim and other veteran coaches, we developed two useful tools to help coaches determine how to spend their time in the most effective ways possible: the job description and the purpose statement (Elish-Piper & L'Allier, 2014).

Coaching stance	Teacher cues	Coaching language
Facilitating	[The coach knows that the teacher has knowledge and experience with the topic.] [The teacher appears to be seeking confirmation or a chance to talk through what he or she is already doing or thinking.] "I have been working on this, and I'd like to talk through with you how it has been going."	"What did you notice [about the data, the lesson, the students' reading behaviors]?" "What do you think helped the students make progress?" "In light of what you know about your students and have already done in the area of _____, what are you planning to do next?"
Collaborating	"I was thinking that I'd do [insert name of strategy]. What do you think?" "Can I bounce some ideas around with you for a lesson I'm planning?" "I just got the data from my students' assessments. Can I talk through some of the data with you?"	"Let's think about this together." "Let's brainstorm some ideas." "That's a great idea. I was also thinking of. . . ." "How about if we work through this together?"
Consulting	"I just don't know what else to try [to help my students . . .]." "What did you do about this when you were teaching?" "I've heard about this strategy, but I don't really know how to implement it [or if it is appropriate for my students or situation]. Can you give me some advice?" "Don't give me lots of choices. Please just tell me which one you think is the best option for my students."	"What has worked for me with students was. . . ." "Some of our colleagues have found this worked well with their students. . . ." "Here is a research-based practice that I think might work well with your students."

FIGURE II.5. Coaching stances, teacher cues, and coaching language. From Elish-Piper and L'Allier (2014; adapted from L'Allier & Elish-Piper, 2012b). Copyright 2014 by The Guilford Press. Reprinted by permission.

What Is Your Purpose as a Disciplinary Literacy Coach?

Ideally, disciplinary literacy coaches will have a clear job description that outlines literacy coaching responsibilities. However, many of the literacy coaches we have worked with report that they do not have job descriptions, which makes their jobs fuzzy and frustrating (Elish-Piper, L'Allier, & Zwart, 2009). If you don't have a job description that specifies your duties as a literacy coach, we urge you to sit down with your administrator or supervisor to develop one as soon as possible. Having a clear job description is the first step in determining the focus of your disciplinary literacy coaching work. Then we suggest that you develop and share your purpose statement for disciplinary literacy coaching so that the teachers, support personnel, and administrators you work with will understand the focus of your coaching work. We have provided two sample purpose statements in Figure II.6.

If you share your purpose statement with the administrators and teachers at your school, you can begin to establish a common understanding about the type of work you will be doing (and not doing) as a disciplinary literacy coach. We have also learned from coaches that this purpose statement is very helpful in another important way. It can be your personal "sounding board" about how to spend your time. Jamie Nichols, the literacy coach who wrote the first statement in Figure II.6, explained that she often looks back at her purpose statement to decide whether a task is something she should spend her limited coaching time doing or whether it is a task that someone else, such as a secretary, paraprofessional, or student intern, could do. As Jamie explained, "I had become the go-to person if a teacher's class needed to be covered, if in-school suspension needed to be supervised, or if the librarian needed help cataloging new inventory. While I'm definitely a team player who likes to help others, I realized that spending so much time doing these helpful tasks was actually limiting what I could do as a coach. I spoke about this with the assistant principal, who is my direct supervisor. She agreed, and we were able to come up with a plan

Sample Statement 1: Jamie Nichols

The purpose of my literacy coaching work is to build teacher instructional capacity related to disciplinary literacy; to improve student literacy learning; and to build a collaborative professional learning climate for teachers at my school.

Sample Statement 2: David Nuñez

The three goals that define my purpose for disciplinary literacy coaching at Hilltop High School are:

1. *To help teachers enhance their practice.*
2. *To improve student learning outcomes.*
3. *To build a strong literacy leadership team that will contribute to accomplishing purposes 1 and 2.*

FIGURE II.6. Literacy coaching purpose statements. Adapted from Elish-Piper and L'Allier (2014). Copyright 2014 by The Guilford Press. Adapted by permission.

to limit these other duties so I could make sure that I was spending my time in ways that directly address my purpose statement."

We suggest that you review your coaching purpose statement at least two times per year to make sure it aligns with district and school priorities, as well as with your literacy coaching job description. We also recommend that you share your coaching purpose statement often, display it prominently on your planning book or in your electronic calendar, and refer to it regularly so that you don't end up frittering away your time caught up in the "random acts of coaching" that can fill your day but do not contribute directly to meaningful outcomes.

Summary

In this chapter, we've defined literacy coaching as well as disciplinary literacy coaching and discussed working with adults, understanding the change process, and building a literacy leadership team. We've also shared eight guidelines to keep your coaching focused, presented a three-layered model of disciplinary literacy coaching, discussed coaching stances and language, and shared two strategies for making the most of coaching time. If you consider and apply these ideas, you can ensure that your disciplinary literacy coaching will be more focused and effective.

Guilford Publications
370 Seventh Avenue
New York, NY 10001
212-431-9800
800-365-7006
www.guilford.com