CHAPTER 1

What Is a Literacy Coach?

> Once there was a peddler who sold caps.
> But he was not like an ordinary peddler,
> carrying his wares on his back.
> He carried them on top of his head.
> First he had on his own checked cap,
> then a bunch of gray caps,
> then a bunch of blue caps,
> and, on the very top,
> a bunch of red caps.
> —ESPHYR SLOBODKINA (1940, n.p.)

For a literacy coach, a stack of caps might be the perfect analogy. A literacy coach is not a principal, not an assistant principal, not a reading specialist, and not a teacher. On a given day, he or she probably dons each of these caps, but not for long. In fact, a literacy coach is fashioning a new cap—one that fits better than any of those, and one that reflects the needs of the teachers in a particular school building. Ten years have passed since we first wrote these words. During those 10 years, thousands of schools have hired literacy coaches. Hundreds of books and articles have documented and directed the work of those coaches. But we still see coaches filling constantly evolving roles.

Because this new edition will be read with new eyes, we want you to take a moment and answer this chapter's overarching question before you start reading. We think that many of the people who read the first edition of this book had no preconceived notions about coaching, but we doubt that that is true for you now. What is a literacy coach? How would your definition of what a coach is influence what a coach needs to know and be able to do? How would it influence a coach's use of time every day?

Our definition of a coach surely colors the answers we will offer in these pages. You need to know our bias about coaching right from the start: A coach is a teacher's teacher. A coach accepts, understands, and addresses the real needs

of adult learners in specific schools with the same unfailing, relentless, positive energy that our very best classroom teachers bring to their work with children.

Literacy coaches can make a difference. In the first edition of this book, we introduced Cece Tillman, a literacy coach in a small rural elementary school serving children of struggling families. Her school had applied for a Reading Excellence grant and had 2 years of funding for new curriculum and assessments and extensive professional development opportunities for teachers. She stepped into the role of coach with no role models and plenty of work. Achievement was weak across grade levels. The reading curriculum was vague and implemented haphazardly. Teachers had no common professional development. There were few materials to support fluency work, and the existing phonics program was not used consistently. There was no plan to develop vocabulary knowledge, even though children appeared to have weak vocabularies. Few teachers understood or taught comprehension strategies. There were no formative assessments or strategies for grouping that all teachers used. Standardized test data, though bleak, were not surprising given what Cece knew about her school. A summary of these stark data appears in Figure 1.1.

A decade later, a different profile has emerged for Cece's school. The most recent accountability data indicated that it was meeting adequate yearly progress (AYP), with Title I Distinguished status. Checking in on Cece herself, we found her donning even more hats. Her work as a coach inspired her to tackle new tasks. She has earned a certificate in administration, taught as an adjunct instructor at night in a teachers' college, coached in middle school, and even taken on teaching and learning in math classrooms. Many coaches will find themselves in situations similar to Cece's—facing substantial hurdles; we hope that they will someday look back knowing that they have accomplished what she did, both for herself as a professional and for her community of teachers and learners.

We first conceptualized the role of the literacy coach to include six "caps," pictured in Figure 1.2. Our role definitions for the elementary coach were widely cited, even in the International Reading Association (IRA) standards document for

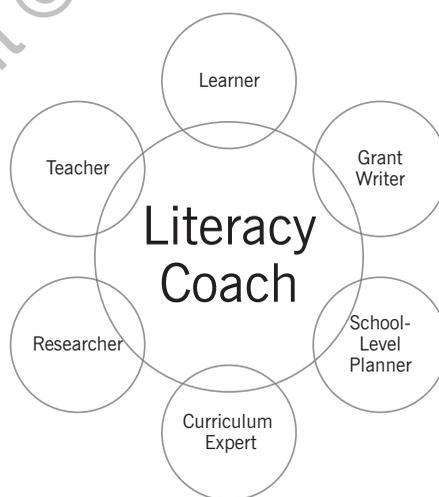| Subtest	Score
Reading	33
Language Arts	29
Mathematics	19
Science	30
Social Studies	32

FIGURE 1.1. Percentile ranks corresponding to group mean scores on Stanford Achievement Test—Ninth Edition for Mt. Pleasant third graders, 2000.

middle school and high school coaches (International Reading Association, 2006). As we reprise those roles today, we think that they remain powerful organizers. However, they are not all required in all settings. The roles of a particular literacy coach in a particular school will be influenced by that school's organizational structure and maturity; we will share more about how the school's needs must shape the coach's roles in Chapter 11.

Roles of school-level personnel change because the job of school changes. Compared to the schools we wrote about in 2004, we now have more diverse learners, higher expectations for student learning, new and different ways of assessing students, and a new vision of schooling as a birth-through-college-and-career enterprise. We also see the roles of individuals within schools in a more specialized way. If you don't believe us, access any one of the resources listed in Figure 1.3 and take the challenge we present there. We hope you will see these realities as opportunities for growth rather than as problems too daunting to tackle. Given the realities of schools, a literacy coach must be a leader in positive, proactive response to change.

LITERACY COACH AS LEARNER

Successful literacy coaches must make a substantial and permanent commitment to their own learning. That message is surely not surprising. Literacy coaches are responsible for understanding what is known about the developmental processes of reading and writing, about teaching and learning, and about the design and delivery of professional learning opportunities. We are more convinced now than ever that the effective literacy coach must have more than a strong knowledge base;

FIGURE 1.2. Roles of a literacy coach.

<table>
<tr><td>
<p align="center">Demographic changes
<i>http://nces.ed.gov/surveys/sdds/2010/index.aspx</i></p>

The National Center for Education Statistics has Census data for 2010 available. You can access data for your state or school system. You can download reports to look across years. See whether your own state or district has a more diverse student population now.
</td></tr>
<tr><td>
<p align="center">Changes in expectations
<i>www.corestandards.org</i></p>

In 2010, the National Governors Association Center for Best Practices and the Council of Chief State School Officers released the Common Core State Standards for English Language Arts and Math. Pick one grade level and read the standards for yourself. Compare them to your state's old standards and see whether these are more rigorous.
</td></tr>
<tr><td>
<p align="center">Assessment changes
<i>www.parcconline.org</i>
<i>www.smarterbalanced.org</i></p>

In September 2010, two consortia were awarded $330 million to develop assessment systems for the Common Core State Standards. Both groups promise "next generation" assessments, including performance tasks and aligned formative and summative assessments. See whether your state has joined and how the tests promised differ from your old test.
</td></tr>
<tr><td>
<p align="center">Instructional role changes
<i>www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx</i></p>

In 2010, IRA released new standards for reading professionals. There are six standards and seven roles—including one for the reading specialist/literacy coach. Choose a role that you have already assumed or one to which you aspire and see whether you currently meet the standards.
</td></tr>
</table>

FIGURE 1.3. Signs that times have changed and will continue to change.

a good coach must also possess the tools and dispositions to learn continuously. Figure 1.4 provides some web-based sources that can help to keep you current. Working in a changing world means that knowing where to find information is critically important. For this reason, we refer you to our go-to websites throughout this book.

LITERACY COACH AS GRANT WRITER

Frequently, school-level reform efforts require money—money for new curriculum materials, money for additional intervention personnel, money for new technologies, money for professional development. State and federal moneys, once available through pro forma grant competitions, are increasingly scarce and competitive. They demand extensive research and careful writing. There are also other kinds of grants, including those offered by foundations and local businesses. These tend

Source	Website
International Reading Association	*www.reading.org*
Center on Instruction	*www.centeroninstruction.org*
National Center on Response to Intervention	*www.rti4success.org*
RTI Action Network	*www.rtinetwork.org*
International Dyslexia Association	*www.interdys.org*

FIGURE 1.4. Sources for the coach as learner.

to be more targeted and are frequently overlooked, but they should be on every coach's radar.

There are advantages to applying for grants. Bringing in additional funds can help convince administrators skeptical of coaching that a coach is worth having. Grant awards are also a source of positive public relations. They make an entire school look good. In addition, literacy coaches who have money to spend on new initiatives can connect with teachers who may have previously been reluctant. We realize that literacy coaches are busy and that grant writing takes time. We argue, though, that it is more reasonable to ask coaches to take the lead on grant-writing tasks than it is to ask classroom teachers to do it.

The first order of business is to make sure you are in the loop about funding opportunities. Find out about how notifications are made by your state department of education. This is most likely done through a page of the department's website, which you should bookmark and check regularly. There may also be e-mail distribution lists you can join that inform possible grantees of new competitions. Remember too that not all funding opportunities are through governmental agencies. Figure 1.5 provides some additional resources that may prove helpful. Because grants differ considerably, it is important to size up a funding opportunity from the outset. The estimated time required to write the application must be weighed against the amount of funding, the restrictions on its use, and the likelihood of success.

LITERACY COACH AS SCHOOL-LEVEL PLANNER

Literacy coaches, especially those who work in school-level initiatives funded through state and federal grants, are often site-based school reformers. They are charged with working in every classroom so that every teacher can have the support he or she needs to implement a specific, school-level program. They work with all teachers to understand and implement a *schoolwide reading program*—a

Source	Website
Donors Choose	*www.donorschoose.org*
NEA Foundation	*www.neafoundation.org/pages/educators/grant-programs*
National Council of Teachers of English	*www.ncte.org/grants*
Lowe's Toolbox for Education	*www.toolboxforeducation.com*
Public Education Network	*www.publiceducation.org/newsblast_grants.asp*

FIGURE 1.5. Sources for the coach as grant writer.

concept we unpack in Chapter 3. One of the challenges that almost all literacy coaches face is that of time. Schools need to protect time for teaching and learning *and* for professional development and collaboration. They must focus on the actual time available—inside school days and teacher contract hours that typically are not getting any longer. We talk about the nuts and bolts of scheduling in later chapters. However, we want you to know from the start that your own use of time as a coach will be influenced by the extent to which you are working in a school with a strong plan.

LITERACY COACH AS CURRICULUM EXPERT

Although curriculum is more than materials, among the barriers to effective literacy instruction are inexplicit, uncoordinated instructional materials. Schools tend to add new materials without removing the old, and teachers (who are natural hoarders!) have burgeoning shelves and closets (not to mention garages and attics) filled with an array of resources. The result is often a crazy quilt of programs and materials that are used in uncoordinated and inconsistent ways. Literacy coaches work with teachers to evaluate instructional materials currently in place against research-based standards, and help to locate and implement new materials that are better matched to the research base and to the needs of children. Literacy coaches help other school leaders navigate the complex (and expensive!) world of educational publishing.

In a tight economy, with new standards looming, schools may also put off purchase of new materials. In that case, curriculum expertise is even more important. Literacy coaches can collaborate with teachers to understand current resources as having strengths and weaknesses. They can help teams to decide how to make the best use of available resources and how to supplement them in weak areas. Once a curriculum is in place, the coach takes on what we see as the most important role: the role of researcher.

LITERACY COACH AS RESEARCHER

Literacy coaches are charged with answering questions few PhD-level researchers would be able to answer easily. These are complex questions, to be sure, with high-stakes consequences for children:

1. To what extent are teachers able to implement the school's curriculum?
2. To what extent are student needs being addressed by the school's curriculum?
3. In what ways must the curriculum be supported and/or modified to promote both teacher implementation and student achievement?

Building research skills was extremely challenging work for Cece, and a description of her journey can help you see how the multiple caps of the literacy coach are worn. Her story here may also help you to see the real promise of coaching.

The reality of school-based data collection and analysis is messy. In the summer of 2002, Cece learned about assessments for phonemic awareness, decoding, fluency, and comprehension for each grade level. She also participated in a calendar-building exercise, where she first marked specific times during the year when data could be reported to various stakeholders (children, parents, teachers, administrators, central office staff, and the state); she then planned backward for the data to be collected, entered, and analyzed, as well as for the training of personnel doing the data collection. Clearly, all of these constraints on the data collection system meant that it was the number-one priority.

Cece chose assessments for phonemic awareness, decoding, and fluency that summer. She investigated assessments that researchers had mentioned during technical assistance workshops. She used the Internet to gain access to test materials and reviews. She contracted for staff training with trainers recommended by the test designers. Initial assessment training was scheduled for teacher workdays before school opened in 2002. Training sessions included both collection and interpretation of the assessment data.

Implementation of the assessment plan was an enormous challenge. Cece decided to use a schoolwide assessment team (SWAT) approach, which we discuss further in Chapter 3. The team members started by establishing interrater reliability. The five testers first worked together: One child was tested by one team member, with the other four observing and shadowing the scoring. They shared their scores and resolved discrepancies. Then they called another child. When they had reached agreement, they began to work as partners, still using one member to test and the other to shadow and score. Finally, they were ready to work alone. This procedure established reliability in the initial data set, and it also established trust and respect among the team members.

After the data were collected, Cece struggled with some of the nuts-and-bolts issues in data management. She struggled to organize her data efficiently on the computer. Some of the big issues were managing such a large data set and providing timely classroom reports to teachers. By the middle of the year, Cece was working with technology specialists in her district's central office to design a more user-friendly system that was geared directly to her needs.

Once the data were organized, Cece summarized the results and shared them with her teachers. She quickly learned to create graphs and charts that depicted the progress made by individual children, classes, and grade levels. The first wave of data was very powerful. Teachers clearly saw that the children's performance was unacceptable, and they felt compelled to do something about it. As the year progressed, teachers realized that assessment-based instruction was very difficult. Cece commented at the time:

> "One of the biggest weaknesses I see across the board is the fact that most all of our teachers teach books and programs, not kids. There is very little informal assessment going on in classrooms. Teachers seem reluctant to evaluate kids' work to determine if their teaching is causing students to learn or not. And when they do evaluate, they seem unsure of how to plan for small groups or redesign lessons to teach students the skills they aren't getting with whole-class instruction. Breaking the barrier to show teachers how to teach small groups effectively will be a huge jump in the project. Getting them to use informal assessments will help our students gain by leaps and bounds. One teacher has discussed how difficult it is to do (and I realize this is so)—but I pointed out to her how much better it will be to know each step of the way how the students are doing, rather than teaching the book all year, coming down to the end, and suddenly realizing that several children don't know any of the material that they have covered all year."

This reluctance was gradually replaced with confidence. By the spring of year 1, teachers reported that the biggest change at the school was the use of data to drive instruction. Even though changing their instruction to meet student needs continued to be difficult, teachers were convinced that it was essential. Teachers began to ask for more data and to use these data to assign children to heterogeneous classrooms for the coming year.

Data analysis led to constant changes in the plan. For example, at the beginning of October, Cece analyzed developmental spelling data (Ganske, 2000) and realized that first graders were not able to apply specific phonics features in spelling that they had already been taught in their phonics program. She purchased additional reading materials to allow children to have more practice with these features, she established a greater emphasis on spelling in the curriculum, and she worked with the first-grade team to build these changes into their instructional schedule and into the interventions.

Adjustments were made in other segments of the curriculum as well. Data drove these adjustments, and Cece observed that teachers became partners with her, both in collecting and interpreting data:

> "Once the initial fluency assessment was given, we determined that most of our kids were reading accurately, but with depressed rates. Using our core materials, as well as passages with the same phonic patterns, teachers now assess one child per day (they usually do more) and record their speed and accuracy. In addition, they do various interventions with students. They can choose between timed partner readings, repeated readings, and group timed readings. They turn in a chart to me and they have graphs to use with individual students. All teachers are sharing results and setting goals with students."

In her role as researcher, Cece had to learn to observe teachers in ways that were helpful to them. She had to negotiate her role as observer, and doing this was a roller-coaster ride. At first, she observed but was unwilling to provide any specific feedback. Later, she observed but was too critical. Gradually, she worked together with other literacy coaches and with her principal to build a metaphor for observation. In terms of observation, Cece was the "good cop." She shared with teachers that she was in their classrooms to learn. And so she began to observe in order to answer questions that would first and foremost make her a better coach: "What can I learn about the curriculum today that can help me to understand its strengths and weaknesses?" and "What can I learn about individual teachers today that can make my professional development more effective?" She had to abandon the "bad-cop" role, which included observations to answer a very different question: "Is this individual fulfilling his or her professional responsibilities?" In order for her to adopt the good-cop stance, her principal had to assume the role of bad cop. His observations of teachers became linked more closely to their instruction and to the instructional initiative at the school. Cece noted that, by December, the system was working:

> "I think I had gotten bogged down, and I am now back on track. I realized that I had turned into the bad cop. I needed to step back and realize that my job is not to enforce but to model and offer professional development."

As Cece grew into her role as researcher, drawing upon her skills as planner and curriculum expert, she approached roadblocks in various places in the curriculum. She eventually realized that the data supported her work with teachers:

> "If student learning becomes the focus, then I can use shared decision making to bring more teachers on board and cause 'buy-in' to what I am doing. For instance, I plan to share info about our fluency weaknesses and assessment data to get input from the team as to the direction of staff development. In

addition, this can help pave the way for study groups and small-group staff development on a needs- and interests-based model. Many of the teachers are beginning to recognize areas in which they need more knowledge, which allows me to pull appropriate resources to meet these needs."

What Cece was learning was that the road to school change was long and winding, but that data she collected about teachers' instruction and children's learning provided her with a road map.

LITERACY COACH AS TEACHER

The No Child Left Behind Act of 2001 brought unprecedented funding for professional development for teachers in struggling schools. The legislation itself *required* districts to provide professional development to K–3 teachers and special educators. The goal of the legislation was to provide sufficient support to develop the knowledge and skills of classroom teachers so that they could change student achievement. In our current work in schools, we often see professional development organized through collaborative professional learning communities. We will describe models for providing site-based professional development in schools in Chapter 10.

Cece designed a professional support system for her teachers. First, she arranged for curriculum representatives to show teachers how to use new materials in their classrooms. The goal of these sessions was to support immediate changes in teacher practice. Cece was able to work with these representatives so that their presentations were targeted directly to the needs of her school, and also to the demands of the schoolwide commitment to use evidence-based instructional strategies.

Cece used study groups to provide professional development herself. These sessions were conducted initially after school every week. By January, Cece realized that she needed more time and that this time should be during the school day. She began to meet with each grade-level team weekly for 45 minutes. The goal of these sessions was to build teacher knowledge targeted specifically to the needs of each grade level.

Cece brought professional resources into the building. She purchased professional books consistent with the initiative, and she lent them to teachers. She also subscribed to *The Reading Teacher* for the school and joined the IRA Book Club.

Cece used her role as teacher to address what she was learning in her role as researcher. She was concerned that teachers were starting to recognize that students needed intervention, but that they were unable to provide it. She saw this dual realization as a clear indication that she needed to provide professional development:

> "It is a management issue. I see the need for professional development in managing small groups. They have little experience (nor do I) in managing several groups. I would like some guidance here as to resources and ways to help them. They recognize the need, but it is a management nightmare for them. I can sympathize, and am trying to decide how to get the resources they need to be able to do this effectively."

Cece learned to manage her professional development sessions so that they were more interactive. She learned that teachers could work together productively, especially if they worked in groups, to reflect on the implications of research for their work in the classroom. She also learned that she had to be very specific about how new ideas could be addressed within the framework of the curriculum and materials that they were using.

As we look back at our work with coaches and look forward to new initiatives in schools, we know that some of the issues that Cece faced are timeless ones. We also know that individuals with her commitment to children's learning can make the same commitment to teachers' learning. We hope that many of you will join us in the complex work of coaching. In doing so you will be building on the work of previous coaches in federally funded school reform programs (Reading Excellence, Reading First, Early Reading First, and Race to the Top) and in district-level programs. You will also be adding to our understanding of the role of the literacy coach.

THE LITERACY COACH: AN EVOLVING ROLE

In 2000, the IRA released a position statement on the roles of the reading specialist. This statement argued for a three-part role, with leadership skills, diagnosis and assessment skills, and instructional skills all serving the overall goal of improving student learning. In 2004, IRA released a position statement on the roles and qualifications of the reading coach. The statement described the direct work that coaches do with teachers, and argued that they needed deep understanding of reading—that coaches needed in fact to be reading specialists. In 2006, IRA partnered with professional organizations in math, English, social studies, and science to craft standards for middle school and high school coaches. Those standards highlighted the leadership skills for coaches in those schools and also the discipline-specific literacy content that coaches needed to understand. In 2010, IRA released new standards for all reading professionals. The standards are high, and they show that school systems are complex organizations, relying on people with different roles to enact these standards in coordinated ways. They include education support personnel, preschool and elementary classroom teachers, middle school and high school content teachers, middle school and high school reading

teachers, reading specialsts/literacy coaches, teacher educators, and administrators. We applaud this vision, but we also know that most schools do not have many individuals already meeting these high standards. Perhaps that fact is among the best reasons to consider literacy coaches as part of the team—they can meet school-based personnel where they are and help them to enact these rigorous standards.

We experienced one disappointment with IRA's standards. They define the reading specialist/literacy coach with a single strand of standards and evidence. We know that IRA wanted to highlight the fact that an individual should not coach teachers if he or she does not have the deep knowledge of reading development and instruction that a reading specialist needs to work with children who struggle. However, we hope that some day a coach will be a reading specialist who decides to focus attention on design and delivery of professional learning. That might mean that an individual first studies to be a reading specialist, then works in that role, and then goes back to school to study the nuts and bolts of adult learning, school leadership, and professional development. The decision to work with teachers instead of children comes with a responsibility to tackle an entirely new set of knowledge and skills. Figure 1.6 is our own concept sort of the IRA evidence that individuals meet its standards for reading specialists/literacy coaches. We have reshaped the evidence for IRA's six standards into our original six coaching roles. There is a very good match.

As we reflect on IRA's standards and performances, we see them as a chance to take stock. We don't know any individual coaches who can do all of these things! We can't do them all ourselves. However, the role of coach as learner is ever present. As you begin this book, use these performances as a self-assessment. Which are strengths for you already? Which provide opportunities for you to grow? When you are done reading, come back to your self-assessment and decide whether your knowledge and skills have been expanded. Whether you are an acting coach or an aspiring one, we hope that this book will provide you some support. Our caps are off to you already.

Learner

- Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
- Demonstrate a critical stance toward the scholarship of the profession.
- Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
- Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers.
- Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all PreK–12 students.
- Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
- Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
- Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing.
- Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.
- Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
- Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.
- Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community.
- Join and participate in professional literacy organizations, symposia, conferences, and workshops.
- Demonstrate effective use of technology for improving student learning.

Grant writer

- Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
- Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability.
- Demonstrate the ability to communicate results of assessments to various audiences.
- Demonstrate effective interpersonal, communication, and leadership skills.
- Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
- Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts.

(cont.)

FIGURE 1.6. Items from the IRA Standards for Reading Specialists/Literacy Coaches. Available at *www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx*.

- Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members.
- Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

Curriculum expert

- Develop and implement the curriculum to meet the specific needs of students who struggle with reading.
- Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
- Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.
- Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners.
- Assist teachers in developing reading and writing instruction that is responsive to diversity.

School-level planner

- Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students.
- Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across PreK–12.
- Lead schoolwide or larger-scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students.
- Collaborate with others to build strong home-to-school and school-to-home literacy connections.
- Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.
- Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.
- Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
- Modify the arrangements to accommodate students' changing needs.
- Create supportive social environments for all students, especially those who struggle with reading and writing.
- Create supportive environments where English learners are encouraged and provided with many opportunities to use English.
- Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
- Create effective routines for all students, especially those who struggle with reading and writing.
- Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

(cont.)

FIGURE 1.6. *(cont.)*

Researcher

- Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
- As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
- Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
- Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
- Administer and interpret appropriate assessmentst for students, especially those who struggle with reading and writing.
- Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.
- Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
- Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

Teacher

- Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English.
- Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education.
- Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
- Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior.
- Support classroom teachers and education support personnel to implement instructional approaches for all students.
- Lead teachers in analyzing and using classroom, individual, grade-level, or schoolwide assessment data to make instructional decisions.
- Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.
- Plan and evaluate professional development initiatives using assessment data.
- Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.

FIGURE 1.6. *(cont.)*

- Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.
- Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.
- Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development.
- Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.
- Use knowledge of students and teachers to build effective professional development programs.
- Use the research base to assist in building an effective, schoolwide professional development program.
- Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
- Collaborate in, lead, and evaluate professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, co-planning, co-teaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning).
- Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.
- Support teachers in their efforts to use technology in literacy assessment and instruction.

FIGURE 1.6. *(cont.)*