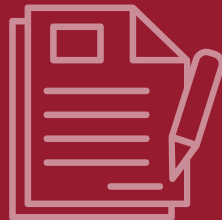


Considerations for Planning and Implementing Literacy Coaching

Implementing literacy coaching is a complex process that includes several areas for consideration. District and school level administrators, coaches, and teachers may be unaware of what they can do to help ensure coaches are as effective as possible in their role. Presented below are four specific areas shown from the research to be important when planning for and implementing literacy coaching.

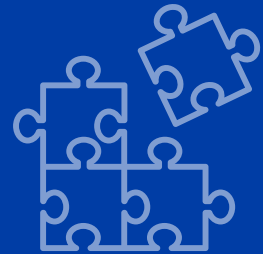
Principal-coach partnership agreements

These agreements specify the duties and activities of the coach and how the principal will provide support.⁵ They may eliminate non-instructional duties for the coach and establish criteria used for determining who the coach will work with during the school year.³



Evidence-based practices of the coach

Evidence-based practices include lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations,^{4,8} and engaging in data chats.³



Hiring and training practices

Job descriptions and protocols should facilitate the selection of the strongest candidates, establish initial training expectations, and provide for ongoing professional learning.³



Communication

Coaches should communicate data informed responses that are timely,^{2,7} and establish positive relationships with teachers and principals through their interactions.^{1,6,9} It is important for teachers and principals to keep open lines of communication with coaches to help ensure coaches are as effective as possible in their role.



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