

What Makes An Effective Literacy Coach Ncte

Eventually, you will unconditionally discover a further experience and deed by spending more cash. yet when? complete you tolerate that you require to acquire those all needs as soon as having significantly cash? Why dont you attempt to get something basic in the beginning? Thats something that will guide you to comprehend even more roughly speaking the globe, experience, some places, bearing in mind history, amusement, and a lot more?

It is your very own time to perform reviewing habit. in the middle of guides you could enjoy now is **What Makes An Effective Literacy Coach Ncte** below.

Transforming Literacy Education for Long-Term English Learners - Maneka Deanna Brooks 2019-12-20
Grounded in research on bilingualism and adolescent literacy, this volume provides a much-needed insight into the day-to-day needs of students who are identified as long-term English language learners (LTELs). LTELs are adolescents who are primarily or solely educated in the U.S. and yet remain identified as "learning English" in secondary school. Challenging the deficit perspective that is often applied to their experiences of language learning, Brooks counters incorrect characterizations of LTELs and sheds light on students' strengths to argue that effective literacy education requires looking beyond policy classifications that are often used to guide educational decisions for this population. By combining research, theory, and practice, this book offers a comprehensive analysis of literacy pedagogy to facilitate teacher learning and includes practical takeaways and implications for classroom practice and professional development. Offering a pathway for transforming literacy education for students identified as LTELs, chapters discuss reframing the education of LTELs, academic reading in the classroom, and the bilingualism of students who are labeled LTELs. *Transforming Literacy Education for Long-Term English Learners* is a much-needed resource for scholars, professors, researchers, and graduate students in language and literacy education, English education, and teacher education, and for those who are looking to create an inclusive and successful classroom environment for LTELs.

A Quick Guide to Reviving Disengaged Writers, 5-8 - Christopher Lehman 2011
Middle schoolers can be the masters of disengagement. Recognizing that all students, adept and struggling writers alike, lose steam at times and need a revitalizing jump start, Christopher Lehman offers effective, developmentally-appropriate fixes for addressing situations that frequently sidetrack or distract adolescent writers. Organized as a practical on-the-go teaching reference, the first four chapters offer strategies for counteracting commonplace situations that can regularly spring up and disengage middle school writers such as: - writers who seem to have an almost "allergic" reaction to the writing process - writers who "cannot possibly find anything to write about" - writers who "talk, talk, talk the writing time away" - writers who need constant approval before moving on. The final chapter offers an inquiry-based study guide that supports teachers in collaborating on and customizing strategies for reviving the disengaged writers in their learning communities. *A Quick Guide to Reviving Disengaged Writers* is part of the Workshop Help Desk series. About the Workshop Help Desk series The Workshop Help Desk series is designed for teachers who believe in workshop teaching and who have already rolled up their sleeves enough to have encountered the predictable challenges. If you've struggled to get around quickly enough to help all your students, if you've wondered how to tweak your teaching to make it more effective and lasting, if you've needed to adapt your teaching for English learners, if you've struggled to teach grammar or nonfiction writing or test prep...if you've faced these and other specific, pressing challenges, then this series is for you. Provided in a compact 5" x 7" format, the Workshop Help Desk series offers pocket-sized professional development. For a comprehensive overview of the Units of Study for Teaching Writing series, including sample minilessons, sample videos, overview presentations, frequently asked questions, and information on the companion principal's guide and the Workshop Help Desk series visit unitsofstudy.com.

Comprehension Strategies for Your K-6 Literacy Classroom - Divonna M. Stebick 2007-03-27
Combining theory with classroom research, this research-based handbook clearly illustrates how teachers can effectively use six critical strategies to enhance students' reading comprehension.

Inside Writing - Donald H. Graves 2019-05-14

Your curriculum is packed, and you have barely enough instructional time to teach students essential writing skills, let alone how to combine those skills to form cohesive, compelling work. Fortunately, there is a solution to the time crunch, a quicker, more effective way to help children understand the complexities of writing, and Don Graves and Penny Kittle are ready to share it with you. In *Inside Writing*, Graves and Kittle show you the power behind an apprenticeship approach to writing instruction where you mentor students using your own writing-even if you don't consider yourself a writer. *Inside Writing* is a practical, flexible three-part program that gives you numerous entryways for learning how to model the central elements of the craft: topic choice rereading details response conventions the writing life Begin with any aspect of *Inside Writing*, and you'll discover new insights about high-quality writing instruction. Online Resources: go inside real classrooms to watch as teachers from grades 2-6 demonstrate their writing process for students, and hear teachers and students share what a difference this teaching technique makes; hear commentary tracks from Graves and Kittle that underscore important instructional moments; listen in as the authors discuss their own writing processes; and print seventy-eight quick-writes prompts. Book: read about the voluminous research that supports the efficacy of the apprenticeship method for teaching children to write; strengthen the link between instructional theory and your own day-to-day classroom-teaching practices; and gain a new understanding of the role of writing in both your students' lives and yours. My Quick Writes notebook: Use Graves' favorite Quick Write topics to practice your own writing and reflect on it; find prompts for in-class quick writes with children that prepare them for timed testing situations without giving over your writing workshop to mere test prep; and make connections between your writing process and your students'. Sharpen your writing instruction by learning to trust your own writing. Then teach your students in a powerful, lasting way that will help them to not only understand the elements of writing, but also to combine them into better finished products. Apprentice yourself to Donald Graves and Penny Kittle and go *Inside Writing*.

Everyday Advocacy: Teachers Who Change the Literacy Narrative - Cathy Fleischer 2020-11-17
What counts as professionalism for teachers today? Once, teachers who knew their content area and knew how to teach it were respected as professionals. Now there is an additional type of competency required: in addition to content and pedagogical knowledge, educators need advocacy skills. In this groundbreaking collection, literacy educators describe how they are redefining what it means to be a teaching professional. Teachers share how they are trying to change the conversation surrounding literacy and literacy instruction by explaining to colleagues, administrators, parents, and community members why they teach in particular research-based ways, so often contradicted by mandated curricula and standardized assessments. Teacher educators also share how they are introducing an advocacy approach to preservice and practicing teachers, helping prepare teachers for this new professionalism. Both groups practice what the authors call "everyday advocacy": the day-to-day actions teachers are taking to change the public narrative surrounding schools, teachers, and learning.

[Standards for the Assessment of Reading and Writing](#) - IRA/NCTE Joint Task Force on Assessment 2009-12-03

With this updated document, IRA and NCTE reaffirm their position that the primary purpose of assessment must be to improve teaching and learning for all students. Eleven core standards are presented and

explained, and a helpful glossary makes this document suitable not only for educators but for parents, policymakers, school board members, and other stakeholders. Case studies of large-scale national tests and smaller scale classroom assessments (particularly in the context of RTI, or Response to Intervention) are used to highlight how assessments in use today do or do not meet the standards.

Beyond Leveled Books - Karen Szymusiak 2008

In the first edition of *Beyond Leveled Books*, Franki Sibberson and Karen Szymusiak, offered a much-needed perspective on moving transitional readers from the basic supports of leveling to independent book selection. Seven years later, drawing on their continued research and expanding roles as authors and literacy consultants, Franki and Karen, along with colleague Lisa Koch, present a new updated and expanded edition of this "useful and eye-opening book." Education Reviews, 2001] In *Beyond Leveled Books*, Second Edition the authors provide even more resources to help teachers understand and meet the needs of transitional readers. The key topic of series books has been revised and enlarged, with charts outlining new series with the challenges they pose and supports readers need. New lessons have been added, and most chapters now include a related article from a literacy expert. Some of the contributors include Kathy Collins, Larry Swartz, and Mary Lee Hahn. The book also features an entirely new section covering grades K-1, that explores the uses and limitations of leveled texts in primary reading instruction. Among the highlights of this new section are ideas for how to organize your classroom library and a list of great books to use alongside leveled text in supporting new readers. Packed with examples of classroom instruction, sample mini-lessons, strategies for small-group instruction, assessment techniques, and student work, this new edition expands what was once a great little book that filled a gap for teachers in intermediate grades into an essential resource for independent reading instruction from grades K-5.

Alternatives to Grading Student Writing - NCTE Committee on Alternatives to Grading Student Writing 1997

Evaluating a student's progress as a writer requires striking a delicate balance between the student's needs and the school's needs. This collection of essays offers several innovative options, concluding with ideas for formulating plans of action for introducing grading alternatives in classrooms, schools, and districts.

Fostering Learner Independence - Roxann Rose-Duckworth 2009

Learner Independence = student success! This resource examines the importance of supporting students to become independent learners, thinkers, and problem solvers. Educators will find essential information, checklists, and useful tips for helping students learn to work independently, establish strong work habits, problem-solve, and develop authentic personal independence to serve them throughout life. The authors provide reflective questions and encourage teachers to reflect on how they teach and learn in order to identify practices that most effectively foster student self-sufficiency. The book illustrates ways that teachers can nurture independence through: Assessment Classroom environment Differentiation Evaluation Planning

Handbook of Professional Development in Education - Linda E. Martin 2014-04-16

This comprehensive handbook synthesizes the best current knowledge on teacher professional development (PD) and addresses practical issues in implementation. Leading authorities describe innovative practices that are being used in schools, emphasizing the value of PD that is instructive, reflective, active, collaborative, and substantive. Strategies for creating, measuring, and sustaining successful programs are presented. The book explores the relationship of PD to adult learning theory, school leadership, district and state policy, the growth of professional learning communities, and the Common Core State Standards. Each chapter concludes with thought-provoking discussion questions. The appendix provides eight illuminating case studies of PD initiatives in diverse schools.

Authentic Assessment in Action - Linda Darling-Hammond 2017-10-05

This book examines, through case studies of elementary and secondary schools, how five schools have developed "authentic," performance-based assessments of students' learning, and how this work has interacted with and influenced the teaching and learning experiences students encounter in school. This important and timely book reveals the changing dynamics of classroom life as it moves from more traditional pedagogy to one that asks students to master intellectual and practical skills that are eminently transferable to "real-life" social settings and workplaces. "The issue of assessment comes first, but we see

in the following case studies how it becomes powerfully enveloped in the processes of learning and teaching, of informing students, teachers, parents, and others of 'how the children are doing.' The portraits explicitly and implicitly suggest a deep, fair, and defensible way to answer the question 'How'm I doing?' in a manner that helps this child and eventually every child." —From the Foreword by Theodore R.Sizer "Informative and thought provoking." —American Journal of Education

Supporting Students in a Time of Core Standards - Sarah Brown Wessling 2011

The On-Your-Foot Guide to Disciplinary Literacy in Social Studies - ReLeah Cossett Lent 2019-07-25

The Effective Literacy Coach - Adrian Rodgers 2007

This innovative book moves beyond the day-to-day matters of coaching to a deeper examination of how literacy coaching can improve instructional practice. The authors offer research-based strategies that can be used to create the professional and dynamic relationships needed for successful teacher-coach collaborations. Readers will hear the voices of coaches as they analyze their own efforts to scaffold adult learning, guide collaborative inquiry, and support teacher reflection. Featuring concrete examples, this practical book: Provides a model for literacy coaches to analyze and examine their own practice. Details the importance of systematic observation of teaching and how to use observation to shape subsequent coaching sessions. Examines guiding teacher inquiry in whole groups, small groups, and pairs, to reflect and act on teaching and coaching. Charts the usefulness of teachers and coaches talking about teaching, and how this supports the change of teaching practices. "The authors have provided a rich description of what literacy coaches actually do as they work daily with teachers. Each chapter is soundly grounded in the research literature but goes beyond it to provide many practical examples." —From the Foreword by Gay Su Pinnell, The Ohio State University "The authors deal deftly with key aspects of coaching that characterize successful coaches and for which even the most knowledgeable literacy coaches are often ill-prepared. An excellent resource for anyone whose responsibilities sometimes include the role of coach." —Dorothy S. Strickland, Rutgers, the State University of New Jersey

Students at the Center - Bena Kallick 2017-01-27

Educators' most important work is to help students develop the intellectual and social strength of character necessary to live well in the world. The way to do this, argue authors Bena Kallick and Allison Zmuda, is to increase the say students have in their own learning and prepare them to navigate complexities they face both inside and beyond school. This means rethinking traditional teacher and student roles and re-examining goal setting, lesson planning, assessment, and feedback practices. It means establishing classrooms that prioritize ■ Voice—Involving students in "the what" and "the how" of learning and equipping them to be stewards of their own education. ■ Co-creation—Guiding students to identify the challenges and concepts they want to explore and outline the actions they will take. ■ Social construction—Having students work with others to theorize, pursue common goals, build products, and generate performances. ■ Self-discovery—Teaching students to reflect on their own developing skills and knowledge so that they will acquire new understandings of themselves and how they learn. Based on their exciting work in the field, Kallick and Zmuda map out a transformative model of personalization that puts students at the center and asks them to employ the set of dispositions for engagement and learning known as the Habits of Mind. They share the perspectives of educators engaged in this work; highlight the habits that empower students to pursue aspirations, investigate problems, design solutions, chase curiosities, and create performances; and provide tools and recommendations for adjusting classroom practices to facilitate learning that is self-directed, dynamic, sometimes messy, and always meaningful.

The Literacy Coach's Desk Reference - Cathy A. Toll 2006

Mindful Teaching with Technology - Troy Hicks 2021-10-18

Technology is integral to teaching in the English language arts, whether in-person, hybrid, or remote. In this indispensable guide, Troy Hicks shows how to teach and model "digital diligence"—an alert, intentional stance that helps both teachers and students use technology productively, ethically, and responsibly. Resources and lesson ideas are presented to build adolescents' skills for protecting online privacy,

minimizing digital distraction, breaking through “filter bubbles,” fostering civil conversations, evaluating information on the Internet, creating meaningful digital writing, and deeply engaging with multimedia texts. Dozens of websites, apps, and other tools are reviewed, with links provided at the companion website; end-of-chapter teaching points and guiding questions facilitate learning and application.

Transformative Assessment - W. James Popham 2008

Donated by Ms. Friedhaber-Hard.

What Works in Writing Instruction - Deborah Dean 2021

"What works?" As teachers, it's a question we often ask ourselves about teaching writing, and it often summarizes other, more specific questions we have: What contributes to an effective climate for writing? What practices and structures best support effective writing instruction? What classroom content helps writers develop? What tasks are most beneficial for writers learning to write? What choices should I make as a teacher to best help my students? Using teacher-friendly language and classroom examples, Deborah Dean helps answer these questions; she looks closely at instructional practices supported by a broad range of research and weaves them together into accessible recommendations that can inspire teachers to find what works for their own classrooms and students. Initially based on the Carnegie Institute's influential Writing Next report, this second edition of What Works in Writing Instruction looks at more types of research that have been conducted in the decade since the publication of that first research report. The new research rounds out its list of recommended practices and is designed to help teachers apply the findings to their unique classroom environments. We all must find the right mix of practices and tasks for our own students, and this book offers the best of what is currently known about effective writing instruction to help teachers help students develop as writers.

Rethinking the "adolescent" in Adolescent Literacy - Sophia Tatiana Sarigianides 2017

Relying on a sociocultural view of adolescence established by scholars in critical youth studies, the book focuses on classrooms from diverse contexts to explain adolescence as a construct and how this perspective of youth can encourage educators to reenvision literacy instruction and learning.

The Literacy Coach - Enrique A. Puig 2010-03

Expert coaches and anyone coaching for the first time will love the *The Literacy Coach*, 2/e! Reviewers Sum it up! "The framework in which this book is embedded is one of the more elegant ones in existence." Donna Alvermann, The University of Georgia "I found this book to be helpful to not only literacy coaches, but to classroom teachers who may want to become coaches or merely better understand their roles. I also believe building principals would find the book extremely useful...I only wish I had been given such access to all of this information five years ago!" Amy Ely, Brush Middle School What distinguishes *The Literacy Coach: Guiding in the Right Direction* (2nd edition) from other worthwhile titles on the same topic is the authors' decision to avoid focusing on specific coaching models in favor of taking an ethnographic stance toward working with all literacy coaches, regardless of the model in which they find themselves. Take a peek inside... Addresses the needs of elementary, middle, and high school literacy coaches while considering Response to Intervention/Instruction Supports the professional development of literacy coaches by Giving a comprehensive look at how learners learn vs. just learning to read; Implementing the idea of categorizing coaching points (into three broad categories) to economize on time and attention; and Including three levels of observations (primary, secondary, and tertiary). Includes a description of the four cornerstones of any successful school reform model: students, teachers, administrators, and the literacy coach. Considers the NRP report and IRA's Standards for Literacy Coaches. Meet the Authors Enrique A. Puig is the Director of the Florida Literacy and Reading Excellence Center at the University of Central Florida. He is a certified Reading Recovery teacher and Literacy Collaborative trainer. In addition to being president of the Orange County Reading Council (Florida), Enrique serves as an elected board member of the American Reading Forum and continues to work with students. He is author of *Guided Reading and Spanish Speaking Students* (Scholastic). Kathy S. Froelich received her Ph.D. from Fordham University in New York and has provided professional development opportunities to teachers and literacy coaches at the national level. In addition to her years of classroom teaching experience, Kathy has taught at Agnes Scott College and Thomas University. She is currently teaching at Florida State University and is an independent consultant.

Building the English Classroom - Bruce M. Penniman 2009

After nearly four decades in the classroom, Bruce M. Penniman knows what works (and what doesn't!) when it comes to teaching English. Penniman draws on his own experiences - his successes, but also the mistakes he's made and the misgivings he's had - to offer guidance and support for managing the myriad demands of teaching secondary English.

The Literacy Coaching Challenge - Michael C. McKenna 2013-11-18

When the goal is supporting excellent teaching, there is no "one-size-fits-all" approach. This popular practitioner resource and text helps readers navigate the many choices involved in developing and fine-tuning a coaching program that offers the best fit for a particular school. The authors draw on current research as well as their extensive experience in K-8 settings. They provide clear guidance (with helpful reproducibles) on: *Major coaching models and how to choose among them. *Applying principles of adult learning and motivation. *The role of reading assessment in coaching. *Balancing classroom-level, grade-level, and whole-school tasks. *Special considerations in middle school coaching. See also *The Literacy Coach's Handbook, Second Edition*, which offers a complete primer on the role of the literacy coach and what coaches need to know to get started.

Public Teaching - Penny Kittle 2003

"With this collection of 19 essays, Penny takes us straight from her classroom to our own hearts. Penny wrests from the teacher's life - it's trials and triumphs, frustration, fury, and fun - all the emotional data that opens up her mind to good, solid instruction. It also frees her, making her ever-willing to lay herself open to her students. She writes with them, seeks their help, and teaches them by example - showing them exactly what the function of writing is, and how to think, understand, and read differently as writers themselves. Penny's mentor, Donald Murray, interviews her at the end of her book. He asks how, as a mother, wife, and teacher, she found the time to write and what she has learned as a published writing teacher."

Reading to Make a Difference - Lester L. Laminack 2019

"Reading to Make a Difference shows teachers how to move beyond including diverse literature in their classroom to become caring citizens and agents of change. With examples from many classrooms across grade levels, Lester and Katie engage students in critical conversations around topics that arise in literature and in life. They share concrete steps for how teachers can support students to take action and make a difference in their classroom, school or community"--

Teaching Julius Caesar - Lyn Fairchild Hawks 2010

Julius Caesar, with its themes of loyalty, ambition, and deception, still resonates with high school students and remains a favourite text in classrooms everywhere. Through differentiated instruction, Lyn Fairchild Hawks offers solutions for bringing the play to life for all students - those with various interests and learning styles.

Reading Globally, K-8 - Barbara A. Lehman 2010-09-20

In *Reading Globally, K-8*, the authors make the case for why it is necessary to be globally literate and multiculturally aware in today's shrinking world, and they provide the tools teachers need to incorporate appropriate reading selections into primary and secondary school classrooms. By using books from or about other countries, teachers empower students to view the world in a more positive manner, enriching and broadening their students' lives, and ultimately preparing them for life in a global economy and culture. This reader-friendly resource guides teachers and reading programme coordinators in selecting quality books for their classrooms, incorporating global literature into different content areas, and facilitating the discussions that follow. Practical guidance is provided on how to: - Integrate the reading of global texts across the curriculum, with specific application to language arts, social studies, science, maths, and the arts - Locate and evaluate the authenticity and literary merit of potential books, avoiding those that depict stereotypes - Get started!-with an annotated list of children's books, samples of student work, and classroom vignettes from teachers.

Literacy Coaching - Stephanie Affinito 2018

What does it mean to be an effective literacy coach? Former teacher and veteran literacy coach Stephanie Affinito shares a core set of beliefs about literacy coaching and how it can transform teacher and student learning. While chart paper, sticky notes, and notebooks will always be essential teaching tools, Stephanie shows that by thoughtfully incorporating digital tools into your coaching, you can personalize teacher

learning even more and provide greater options to increase motivation and collaboration. In *Literacy Coaching*, she explores the ways coaches and teachers can incorporate technology to: cultivate and innovate teacher learning communities redesign professional development collaborate to impact and elevate student learning find inspiration for their continued journey. Technology is changing the way we work, learn, and play. It has the ability to expand what is possible for teachers and students. Stephanie offers concrete steps to enhance coaching with both digital and non-digital tools. Ultimately, the goal is to strengthen teaching practice and elevate the level of literacy instruction in classrooms and schools. Literacy Coaching is not just about coaching with technology; it's about making teacher learning more meaningful, relevant, and student-centered. Match teachers with the right tools to help bring teaching ideas and goals to life.

Literacy Essentials - Regie Routman 2018

How do we ensure that all students are engaged each day in meaningful, challenging, and joyful work and have equal opportunity to learn? That is the central question Regie Routman addresses in *Literacy Essentials* Engagement, Excellence, and Equity for All Learners. Her response is that such an outcome is only possible within a culture of empowerment in which all students and teachers feel encouraged and supported to let their voices be heard, explore their passions and interests, develop deep knowledge, and become their fullest and truest selves. Based on her ongoing teaching, leading, and coaching in diverse schools and districts, Regie offers K-12 teachers and leaders practical, easy-to-implement tools to help students develop as self-determining readers, writers, and learners including: - Take Action sections with specific suggestions for authentically teaching, assessing, and learning - Extensive research that is easily accessible and actionable - Personal stories that connect to literacy teaching and learning - Rich online resources including a comprehensive lesson plan, an easy-to-use study guide, downloadable Appendices, and more. *Literacy Essentials* shows what's possible when teachers and schools raise expectations for all students and create an intellectual culture based on trust, collaborative expertise, and celebration of learners' strengths.

When Kids Can't Read, what Teachers Can Do - G. Kylee Beers 2003

A guide to help teachers reach struggling readers offers practical strategies, classroom skills, and activities.

Educating for Empathy - Nicole Mirra 2018

Educating for Empathy presents a compelling framework for thinking about the purpose and practice of literacy education in a politically polarized world. Mirra proposes a model of critical civic empathy that encourages secondary ELA teachers to consider how issues of power and inequity play out in the literacy classroom and how to envision literacy practices as a means of civic engagement. The book reviews core elements of ELA instruction—response to literature, classroom discussion, research, and digital literacy—and demonstrates how these activities can be adapted to foster critical thinking and empathetic perspectives among students. Chapters depict teachers and students engaging in this transformative learning, offer concrete strategies for the classroom, and pose questions to guide school communities in collaborative reflection. “If educators were to follow Mirra’s model, we will have come a long way toward educating and motivating young people to become involved, engaged, and caring citizens.” —Sonia Nieto, professor emerita, University of Massachusetts, Amherst “Grounded in respectful research partnerships with youth and teachers, this is a book that will resonate with and inspire educators in these precarious times.” —Gerald Campano, University of Pennsylvania “If ever there were a time for a book on empathy in education, the moment is now.” —Yolanda Sealey-Ruiz, Teachers College, Columbia University

Writing Together - Scott Warnock 2018

Reading Assessment - Diane Stephens 2013

Read, Write, Lead - Regie Routman 2014-06-17

Literacy is a skill for all time, for all people. It is an integral part of our lives, whether we are students or adult professionals. Giving all educators the breadth of knowledge and practical tools that help students strengthen their literacy skills is the focus of *Read, Write, Lead*. Drawing on her experience as a mentor

teacher, reading specialist, instructional coach, and staff developer, author Regie Routman offers time-tested advice on how to develop a schoolwide learning culture that leads to more effective reading and writing across the curriculum. She explains how every school—including yours—can: implement instructional practices that lead to better engagement and achievement in reading and writing for all students, from kindergarten through high school, including second-language and struggling learners; build Professional Literacy Communities of educators working together to create sustainable school change through professional learning based on shared beliefs; reduce the need for intervention through daily practices that ensure success, even for our most vulnerable learners; and embed the language of productive feedback in responsive instruction, conferences, and observations in order to accelerate learning for students, teachers, and leaders. In their own voices, teachers, principals, literacy specialists, and students offer real-life examples of changes that led to dramatic improvement in literacy skills and—perhaps just as important—increased joy in teaching and learning. Scattered throughout the book are “Quick Wins”—ideas and actions that can yield positive, affirming results while tackling the tough work of long-term change.

Standards for Middle and High School Literacy Coaches - International Reading Association 2006
This US report from the International Reading Association looks at standards for middle and high school literacy coaches. The standards are organized into two parts - leadership standards and content area literacy standards. Table of contents: * Introduction * Part 1: Leadership standards * Part 2: Content area literacy standards (english language arts, mathematics, science, social studies) * Part 3: What we know and what we need to know about literacy coaches in middle and high schools: a research synthesis and proposed research agenda * References.

Effective Literacy Coaching - Shari Frost 2009

Whether you're new to literacy coaching or a seasoned coach, here's a resource with more than 50 easy-to-use tools for improving literacy instruction, honing your coaching skills, and creating an effective literacy program in grades K-12. All tools are also available for download.

Reading, Writing, and Talk - Mariana Souto-Manning 2016

This book introduces a variety of inclusive strategies for teaching language and literacy in kindergarten through 2nd grade. Readers are invited into classrooms where racially, culturally, and linguistically diverse children’s experiences, unique strengths, and expertise are supported and valued. Chapters focus on oral language, reading, and writing development and include diverse possibilities for culturally relevant and inclusive teaching. Featured teaching strategies foster academic success, cultural competence, and critical consciousness—leading students to read their worlds and question educational and societal inequities. Early childhood teachers will find this book invaluable as they consider effective ways to teach diverse children. The hands-on examples and strategies portrayed will help educators expand their thinking and repertoires regarding what is possible—and needed—in the language and literacy education curriculum. Unique in its focus on equitable, fully inclusive, and culturally relevant language and literacy teaching, this important book will help K-2 teachers (re)think and (re)conceptualize their own practices. “Offers us a great opportunity to explore pedagogical strategies that are diverse and inclusive.” —From the Foreword by Gloria Ladson-Billings, University of Wisconsin-Madison “Readers will discover a treasure of teacher and student collaborative experiences to engage diverse learners.” —Yetta and Ken Goodman, University of Arizona “The authors offer rich vignettes and pragmatic guidance for learning about, responding to, and respectfully building community among children. We readers are in their debt.” —Anne Haas Dyson, University of Illinois “A beautifully written book filled with powerful examples. . . . I heartily recommend it for all teachers lucky enough to work on a daily basis with our brilliant early elementary students.” —Ernest Morrell, Teachers College, Columbia University

Teaching Writing Online - Scott Warnock 2009

How can you migrate your tried and true face-to-face teaching practices into an online environment? This is the core question that Scott Warnock seeks to answer in this book. Warnock explores how to teach an online (or hybrid) writing course by emphasizing the importance of using and managing students' written communications.

Writing Instruction in the Culturally Relevant Classroom - Maisha T. Winn 2011

Feedback That Moves Writers Forward - Patty McGee 2017-03-03

Student writing is only as good as the feedback we give In this remarkable book, Patty McGee shares research-based how-to's for responding to writers that you can use immediately whether you use a writing

program or a workshop model. Put down the red-pen, fix-it mindset and help your writers take risks, use grammar as an element of craft, discover their writing identities, elaborate in any genre, and more. Includes lots of helpful conference language that develops tone and trust and forms for reflecting on writing.