

**ARI MCPSS District Literacy Coaches Task Statements
2016-2017**

Task Statements	Indicator	Evidence
<p>The district literacy coach (DLC) will:</p> <p>1. Work cooperatively and collaboratively in district support teams.</p>	<ul style="list-style-type: none"> • DLC will carry out the expectations of his/her team and team leader. • DLC will provide K-12 professional learning opportunities as determined by the district team and central office staff. • DLC will analyze and use data to determine a priority of support for schools. • DLC will inform their curriculum coordinator when problems exist, articulate support, and seek assistance/support in a timely manner. • DLC will collaborate with district team members and feeder pattern staff to create a plan for the work of each school in the feeder pattern. 	<ul style="list-style-type: none"> • Reflections • Itineraries • Action Plans (if applicable) • Data • Improvements in student achievement data • Agendas • Performance plan (if applicable) • Observational notes on all district literacy coaches will be maintained by curriculum coordinator
<p>2. Facilitate professional learning opportunities as agreed upon in district literacy teams so that literacy outcomes are achieved.</p>	<ul style="list-style-type: none"> • DLC will facilitate professional learning opportunities that: <ul style="list-style-type: none"> ○ Meet outcomes established by MCPSS/ARI ○ Drive home key ideas/points ○ Elicit active participation and provides conversations to monitor the learning of participants and respond accordingly ○ Create a reason and desire for the participants to take action ○ Equip participants to follow through 	<ul style="list-style-type: none"> • Reflections documenting professional development sessions/ trainings • Itineraries • Performance plans (if applicable) • Observational notes on all district literacy coaches will be maintained by curriculum coordinator

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<p>3. Provide differentiated support to feeder pattern staff (i.e., coaching, data analysis, selection of instructional materials and strategies.)</p>	<ul style="list-style-type: none"> • DLC will follow through on goals and specific district team plans developed for priority schools, focus schools, school requests, and other schools identified for additional support. • DLC will analyze and use school data regularly to support feeder pattern schools. • DLC will participate actively/fully when attending and/facilitating in MCPSS/ARI sponsored trainings or events. 	<ul style="list-style-type: none"> • Itineraries • Reflections • Performance plans (if applicable) • Observational notes on all district literacy coaches will be maintained by curriculum coordinator
<p>4. Communicate effectively, professionally, and consistently with feeder pattern staff and central office staff so that purposes are achieved in a timely manner (e.g., timely posting of calendars to itineraries, timely submission of all requested documents, and timely response to correspondences.)</p>	<ul style="list-style-type: none"> • DLC will submit all documents according to established policy in a timely manner. • DLC will maintain on-going communication regarding school support with MCPSS Central Office, district literacy teams, and regional planning team. • DLC will share concerns, situations, data, etc. with curriculum coordinator and district literacy team related to schools and/or central office that require action or need immediate attention. 	<ul style="list-style-type: none"> • Itineraries • Leave requests (sick, personal, professional) • Calendars • Reflections from on-site support • E-mail communications • Action plans, notes/agendas from school support meetings • Performance plans (if applicable) • Observational notes on all district literacy coaches will be maintained by curriculum coordinator

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<p>5. Serve as a representative of the Mobile County Public School System and conduct all daily business, assignments, and activities in a professional, ethical manner with no justified complaints from constituents.</p>	<ul style="list-style-type: none"> • DLC will support MCPSS efforts in their daily actions and communications. • DLC will report absences and change of schedule to client/s, curriculum coordinator and to appropriate central office personnel according to established policy in a timely manner. • DLC will dress professionally and appropriately at all times. • DLC will report accurate, consistent information in agendas and travel. • DLC will take appropriate use and care of all media, technology, communication devices/supplies. 	<ul style="list-style-type: none"> • School sign-in/out sheets • Mileage records • Itineraries • Leave requests • Correspondences from schools and central office

Collaboration Tool

Teacher(s): _____ Grade(s): _____ Date: _____

Subject Area: _____ Period(s): _____ School: _____

Location: _____ Time: _____

Literacy Coach: _____

<h3><u>Notes</u></h3>	
<h3><u>Next Steps</u></h3>	<h3><u>Time Frame</u></h3>
Focus of next meeting:	

Literacy Coach Signature (s): _____

Collaborating Teacher Signature (s): _____

**Co-teaching Dyad
Coaching Cycle Plan of Support Documentation**

School:	Pre- Conference	Planning	Modeling	Debriefing	Side-by-Side Teaching	Professional Development	Plan of Support	Next Steps	Time Frame
Teachers:									

Support Notes

Collaborative Teachers' Signatures/Date: _____

Literacy Coach's Signature /Date: _____



Mobile County Public School System FY 2015 Literacy Coaches Plan

Use of Funds:

Allocated funds will be used to employ 38 literacy coaches. Academic support will be developed by coaching teams to assist each school based on needs. Coaching teams will be structured as follows:

- Elementary (K-5) 8 teams of four coaches
- Secondary (6-12) 1 team of six coaches

Unused funding of salaries will be used for instructional materials.

Process:

All interested ARI trained teachers and current ARI trained coaches will apply for 2014-15 literacy coaching positions. Applicants will interview with a district interview panel. The most promising applicants will be notified of their selection.

All literacy coaches will participate in an orientation session.

Coaching teams will be identified and participate in team building and literacy training (2014-15 focus)

Data/Criteria Used for Selection of Schools:

- STAR
- Course failures
- EQTs

Logistics:

All coaches will be assigned to the district. The unused Howard Elementary School wing will be used for the following:

- Base site
- Office space
- Establishment of a model classroom to include technology for demonstration lessons
- Development of a professional library

Roles of Coaching Teams:

Provide differentiated support to schools based on academic needs of schools, grade levels and content areas.

Based on school needs, coaching teams and the school principal will identify areas requiring the most intense focus. A plan of support will be developed with a timeline (1 to 4 weeks). An evaluation or an impact assessment will be completed by the principal and by teachers receiving support.

Attend monthly planning meetings to include: scheduling, support planning, reflection, study groups, professional development, progress reports (review of evaluation/impact assessments) and collaboration with the Regional ARI staff members.

Foundations of Beginning Reading Groups
December 14, 2016
8:00 A.M. – 3:30 P.M.
Howard Elementary – Wing for Coaches

Amanda McClure – Regional Coach Freezer		Fortune Sheffield – Regional Coach Secondary Room		Wendy Rodgers – Regional Coach Copier Room	
1.	Breitling/Amy Tillman	1.	Calcedeaver/Shanquanah Lane	1.	Brazier/Mashanda Walker-Shack
2.	Burroughs/Debra Weatherspoon	2.	Collins-Rhodes/Tiffany Wells	2.	Craighead/Cabrina McShan
3.	Castlen/Koschina Davis	3.	Florence Howard/Wendy Rogers	3.	Ella Grant/Tracy Hudson
4.	Dixon/Debbie McLean	4.	Fonde/Brittney Casarez	4.	Gilliard/Daphne Sullivan
5.	Dodge/Motricia Burks/A.Langham	5.	Forest Hill/Lahania Locke	5.	Morningside/Heather Cook
6.	George Hall/Beth Morgan	6.	Indian Springs/Claudia Weems	6.	Spencer-Westlawn/Marsha Grim
7.	Griggs/Andrea Simmons	7.	J. E. Turner/Angelita Smith	7.	Leinkauf/Angela Sloke
8.	Hollinger’s Island/Angela Hender	8.	McDavid Jones/Joy Stevens	8.	Maryvale/Nicole McAdam
9.	Holloway/Monica Stallworth	9.	North Mobile/Joanie Smith	9.	Nan Gray Davis/Cheryl Watkins
10.	John Will/Kendelyn Wilson	10.	Orchard/Cassandra Kellum	10.	Saint Elmo/Patricia Ambrose
11.	Kate Shepherd/Marie Miller	11.	Robbins/Angela Hartley	11.	Whitley/Brandon Clay
12.		12.	Wilmer/Felicia Gilmore		
13.					
14.					
15.					
16.					



Mobile County PUBLIC SCHOOLS

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Appendix A

Characteristics of effective school-based coaches (from LearningFoward.org)

BELIEFS	TEACHING EXPERTISE	COACHING SKILLS
Is willing to learn	Is skilled in instructional planning	Understands and applies knowledge about adult development
Has a passion for ongoing development and learning	Has strong classroom organization and management skills	Listens skillfully
Believes that everyone is important	Is fluent in multiple methods of delivering instruction	Communicates effectively
Believes in the capacity of others to grow and develop	Uses multiple methods to assess student learning	Communicates effectively
Does not presume to have the answer	Demonstrates success as a classroom teacher	Uses effective questioning skills
Is committed to continuous improvement	Articulates practice	Understands and uses a specific reflection process
Has moral purpose	Reflects on practice	Diagnoses teachers' needs
Can let go of being responsible for another person's behaviors		Aligns support with teachers' identified needs

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Appendix B

Characteristics of effective school-based coaches (from LearningFoward.org)

RELATIONSHIP SKILLS	CONTENT EXPERTISE	LEADERSHIP SKILLS
Wants to be part of a team	Possesses and applies appropriate, in-depth content knowledge	Understands and applies knowledge about change
Works effectively with teachers and principals	Uses extensive research and theory to support instructional decisions	Communicates the school's vision
Builds trusting relationships		Aligns work with school goals
Is respected by peers		Uses data to drive decisions
Is willing to be patient with people as they engage in the learning process		Engages others in developing improvement plans
		Maintains a productive culture

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