

Gadsden Independent School District
K-3 Reading Initiative Application for 2012-13

Application is seeking funding for six K-3 Reading Coaches. The proposed assignments are:

A K-3 reading coach will be placed at each of the following elementary schools rated as “D”(3 FTE):

- Mesquite Elementary School;
- Chaparral Elementary School; and
- Riverside Elementary School

The remaining three proposed K-3 Reading Coaches will serve elementary schools rated as “C” :

- Vado Elementary School and Berino Elementary School
- Gadsden Elementary School and Sunrise Elementary School
- Desert Trail Elementary School

The following New Mexico Reading Coach Model will be followed:

A reading coach (K–12) must:

1. Be an effective content teacher at the Grades K - 12.
2. Hold an Instructional Level II or III license, and have a minimum of three years of effective teaching practice, as evidenced by performance evaluations scored at least at satisfactory and by increased student achievement .
3. Hold a TESOL Endorsement if working in a school with a high concentration of ELL students.
4. Submit to a fingerprint-based background check if not already employed by the district/charter school.
5. Candidates will demonstrate their abilities in and understanding of:

I. Content

- A. Implementing New Mexico Content Standards and Benchmarks, and an awareness of the New Mexico K-3 Common Core Standards; and
- B. Demonstrating knowledge of adult learning theory and sound professional development practices as identified by the Learning Forward (formerly the National Staff Development Council.)

II. Reading Coach Skills and Abilities

- A. For individual coaching of teachers, the coach will know and be able to:
 1. Describe key elements of various coaching approaches, their strengths, and underlying conceptual frameworks;

2. Recognize the factors that may create barriers to effective coaching (lack of understanding of role, lack of teacher buy-in, school leadership, etc.) and develop approaches for addressing these factors;
 3. Conduct cycles which include pre-conferring, observing, analysis of data, and conferring with the teacher;
 4. Analyze instructional practice and provide meaningful and timely feedback to educators;
 5. Plan collaboratively with educators for the continuation, modification, or addition of specific skills and strategies in response to feedback and data;
 6. Model in the classroom as a means of providing specific demonstration of specific instructional techniques, strategies, or approaches;
 7. Co-teach in the classroom as a means of providing support and guidance to teachers in the context of modeling and coaching;
 8. Demonstrate an understanding of needs of adult learners in making decisions about working with colleagues in schools; and
 9. Reflect on their own work and use that reflection to improve coaching.
- B. For group coaching, the coach will know and be able to:
1. Lead group meetings in ways that facilitate group discussion, shared leadership and accomplishment of goals (process and content are appropriate for the task);
 2. Plan, implement, and evaluate professional development in the content areas that take into account adult learning principles;
 3. Reflect on own work and use that reflection to improve coaching; and
 4. Recognize the factors that may create barriers to effective coaching (lack of understanding of role, lack of teacher buy-in, school leadership, etc.) and develop approaches for addressing these factors.
- C. Lead student data review meetings with teachers and write a reflection of each meeting describing the data, data presentation, teacher responses and reflections on successes and plans for improvement.
- D. Lead an informal book or article teacher discussion group.
- E. Conduct a professional development session for teachers.
- F. Conduct a professional development session for a paraprofessional group.
- G. Conduct a parent workshop for the school.

III. Instructional Practices

Reading Coaches will demonstrate their abilities in and understanding of:

- A. Coaching educators in the effective delivery of research-based instruction appropriate to the content area;
- B. Coaching educators in the use of educational technology and its integration into instructional practice;
- C. Coaching educators in becoming independent, reflective practitioners;
- D. Coaching educators in instructional planning through standards-aligned systems;
- E. Coaching educators in the appropriate selection and implementation of instructional materials and assessment tools;
- F. Coaching educators in instructional strategies for special needs, English Language Learners, gifted, and other subgroups;

- G. Coaching educators in formal and informal assessment and decision making to improve instructional practice;
- H. Coaching educators in culturally responsive pedagogy; and
- I. Coaching educators in classroom management.

IV. Assessment

Reading Coaches will demonstrate their abilities in and understanding of:

- A. Using assessment data from multiple measures, especially from formative assessments, to guide instruction and make decisions about coaching;
- B. Monitoring the results of interventions and altering instruction accordingly;
- C. Using multiple assessments (authentic, screening, diagnostic, formative, benchmark, and summative) that are developmentally appropriate;
- D. Demonstrating effective use(s) of technology in student assessment measures and data analysis;
- E. Using multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way; and
- F. Designing assessments that target academic standards and assessment anchor content standards in subject areas.

V. Organizational Leadership and School Change

Reading Coaches will know and be able to:

- A. Understand the school change literature that speaks to the importance of schools as communities of learners and
- B. Exhibit effective interpersonal skills that reflect respect for others and understanding of the importance of collegial interactions for promoting student learning.