

Reading Success Network

FIVE COMPONENTS

- **Coaching for Results**

The purposes of coaching for results are to: (1) help increase student learning; and (2) provide teachers with tools and skills to become successful teachers of reading. Agreements are made between the teacher and coach to collect and use data to inform instruction and to have assessment tools and intervention strategies at the core of all conversations. Coaches learn to create a learning community with teacher colleagues, to establish trust and effective listening strategies, how to ask effective questions, and how to conduct a group conference.

- **Assessment**

Coaches are trained in the use of the document developed for the project titled “Taking a Reading - a teacher’s guide to reading assessment.” The training emphasizes how to use the tools, when to use the tools, and how to share this information with the teachers at their schools. An in-depth focus is provided on five tools: Alternate Ranking; Alphabet and sound Recognition; Book and Print Awareness; Phoneme Awareness; and Retelling. The training addresses the needs of English Only students and English Language learners.

- **Intervention**

Coaches experience a process that they can use to involve teachers in brainstorming to form effective intervention strategies for alphabet recognition, phoneme segmentation, and concepts about print, skills which are the strongest early predictors of reading success. Coaches are also provided specific intervention strategies aligned with the reading assessment tools.

- **Data Analysis and Reading**

Coaches learn how to lead their colleagues in an analysis and discussion of classroom reading data as they discover the significance of outcome, demographic, and process data. Questions explored include: Which students’ needs are being met and which students are having problems? How does the school grade-level team determine “grade-level” reading? How are students grouped for reading instruction? What activities will be established to increase student learning?

- **Support Network**

Building on-going systems of support for the RSN Coaches is essential for sustaining the success and momentum of the network. Regularly scheduled follow-up meetings and professional development opportunities are provided to coaches. These opportunities include, but are not limited to, principals’ support groups, dialogues on current reading research, sharing of reading programs and activities, modeling and practicing new skills, sharing of products and assessments, and training on common needs.