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Is the coach ready for the game? A self-study of literacy coaching in a secondary school
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IS THE COACH READY FOR THE GAME?

A SELF-STUDY OF LITERACY COACHING IN A SECONDARY SCHOOL

A Dissertation

Submitted

in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

Approved:

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December 2010

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DEDICATION

I dedicate my dissertation work to Ace for loving and supporting me. You have always been my best cheerleader. Jason, Jennifer, James and Gina, your words of encouragement still ring in my ears. May you also follow your dreams.

I also dedicate this work to Faith, Samuel, Hannah, and Lydia. Remember the source. There is strength in such abundance; we are able to do everything God wants us to do. Philippians 4:13

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TABLE OF CONTENTS

PAGE

LIST OF TABLES ix

LIST OF FIGURES x

CHAPTER 1. INTRODUCTION 1

Research Questions 8

Significance of the Study 8

Definitions of Terms 11

CHAPTER 2. REVIEW OF THE LITERATURE 13

An Historical Look at Reading in Schools 15

Results of the National Assessment of Adult Literacy 19

Secondary Students and Reading 20

Content Area Reading 23

Professional Development and Coaching 34

Studies of Coaching 40

Roles of a Coach 45

Coaching in Elementary Schools 47

Coaching in Secondary Schools 48

Benefits for Teachers 51

Effectiveness of Coaches 56

Collegial Relationships 57

Summary 59

CHAPTER 3. METHODOLOGY 62

Research Approach 62

Self-study 65

Setting 69

Secondary Participants 69

Data Collection 70

Videotapes 71

Reflective Journals 72

Focus Group 73

Critical Friend 74

Evolution of the Questions 74

Analysis of the Data 75

Constant Comparison Method 75

Video Portion 83

Reflective Journals 84

Focus Group 84

Research Questions 85

Summary 86

CHAPTER 4. RESULTS AND ANALYSIS 87

Overview 87

Results and Discussion 88

Research Question 1: What Does my Coaching Look Like Within the Context of Secondary Teaching? 88

Addressing Leadership Standards 103

Reflective Journals 117

Research Question 2: What Evidence is There From the Teachers That My Coaching is Successful? 123

Research Question 3: Do I Create a Climate of Growth for the Teachers? 127

Question 3a 129

Question 3b 132

Research Question 4: Do I Promote Rigor Through My Coaching? 136

Question 4a1 136

Question 4a2 138

Question 4b 140

Summary 143

CHAPTER 5. CONCLUSIONS AND IMPLICATIONS 146

Conclusions 146

Summary of My Results 147

Implications 149

Generalizations 151

Recommendations for Further Research 152

Final Thoughts 153

REFERENCES 154

CHILDREN'S LITERATURE REFERENCED 163

APPENDIX A: LEADERSHIP STANDARDS FOR MIDDLE AND HIGH SCHOOL LITERACY COACHES 164

APPENDIX B: INVITATION TO PARTICIPATE 172

APPENDIX C: INFORMED CONSENT FORM 174

APPENDIX D: PARTICPANT PRE-STUDY INTERVIEW QUESITONS 178

APPENDIX E: PARTICIPANT POST-STUDY INTERVIEW QUESTIONS 180

APPENDIX F: NUMBERS AND PERCENTAGES OF CATEGORIES FROM SESSIONS 2 THROUGH 5 WITH KIM 181

APPENDIX G: NUMBERS AND PERCENTAGES OF CATEGORIES FROM SESSIONS WITH OTTO 187

APPENDIX H: NUMBERS AND PERCENTAGES OF CATEGORIES FROM SESSIONS WITH PATRICK 193

APPENDIX I: EXAMPLE OF A REFLECTIVE JOURNAL ENTRY 199

APPENDIX J: EXAMPLE OF A REFLECTIVE JOURNAL ENTRY WITH CATEGORIES 200

LIST OF TABLES

TABLE PAGE

1 Definitions of Categories 78

2 Structures, Categories, and Subcategories 81

3 Numbers and percentages for Types of Utterances I Made in Session 1 with Kim 89

4 Percentages of the Top Two Codes of Category and Subcategory for Each of Kim's Sessions 92

5 Percentages of the Top Two Codes of Category and Subcategory for Each of Otto's Sessions 93

6 Percentages of the Top Two Codes of Category and Subcategory for Each of Patrick's Sessions 94

7 Percentages of the Categories and Subcategories for all of Kim's Sessions 96

8 Ten Most-used Categories for Each Teacher 98

9 Ten Least-used Categories for Each Teacher 104

10 International Reading Association Leadership Standards Demonstrated by My Utterances During Coaching Sessions 107

11 Percentages of Elements Which Were Demonstrated by My Utterances in the Coaching Sessions 116

LIST OF FIGURES

FIGURE PAGE

1 Common Top Ten Categories Among Teachers 99

2 Categories for Reflections Focused on Perry....................119

3 Categories for Reflections Focused on Teachers....................120

4 Categories for Reflections Focused on Students or School....................121

5 Percent of my Coded Utterances from Coaching Sessions that Aligned with Question 3a 129

6 Percent of my Coded Utterances from Coaching Sessions that Aligned with Question 3b 133

7 Percent of my Coded Utterances from Coaching Sessions that Aligned with Question 4a1 137

8 Percent of my Coded Utterances from Coaching Sessions that Aligned with Question 4a2 139

9 Percent of my Coded Utterances from Coaching Sessions that Aligned with Question 4b 142

10 Percent of my Coded Utterances from Coaching Sessions that Were Coded as Aligned with Questions 3 and 4 142

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ABSTRACT

Content area teachers at the secondary level often complain that the students are unwilling or unable to read and comprehend the textbooks. Yet these teachers have seldom had instruction in the teaching of reading. They state that teaching of reading is someone else's job. They state that they need to progress through the entire textbook, and that teaching reading strategies in addition to the content would impede that progress. Many elementary schools have hired reading coaches to help teachers learn and practice effective reading strategies. Only a few secondary schools have hired coaches.

The purpose of this qualitative self-study was to examine how a high school literacy coach worked with secondary content area teachers as they learned and taught reading strategies. The researcher analyzed the coaching process from her perspective as the coach.

Results of this study provided insight into perceptions of a coach and the participating content-area teachers about the coaching practice and instructional-decision making. The results have the potential to impact future coaching in secondary content-area classes. This in turn has the potential to impact teachers' strategies for reading instruction and students' strategies for comprehending content-area textbooks.

CHAPTER 1

INTRODUCTION

"Read Chapter 16 and answer the questions at the end. There will be a quiz over it tomorrow." These, or similar directions, are often heard in content area classes, such as science, social studies, or mathematics. Teachers often assign the text, question a few students to see if they read the text, tell the students what is considered important in the text, and then test over the material (Vacca & Vacca, 2008).

I took those words to heart and did the assigned reading and answering of questions as a high school student. I dutifully looked at the questions and then skimmed the chapter to find the answers to the questions. It was irrelevant to me whether I understood the material. All that mattered was that I had completed the assignment. For some classes, particularly science and social studies, I was a little annoyed if the questions required more than a perfunctory glance at the text. I really did not enjoy the subject and did not care if I learned anything. However, I did want a good grade, so I did the assignments. Then at testing time, I prayed that somehow divine intervention would save my grade.

I was a good reader even as a young girl. I read novels voraciously, much to my mother's dismay. When I was a young girl, she often said, "Barbara, get your nose out of that book and do something." I thought I was doing something, something that I thoroughly enjoyed. I remember *On Your Toes, Susie* (Wyndham, 1958) and *Blue Willow* (Gates, 1960), which I read repeatedly. I borrowed books from our class library. Our town did not have a library, so I begged my parents for money to purchase books from the book orders at school. When I was older, the high school I attended was located 12 miles away in a different town, and better yet, this town had a library that I used regularly.

Any kind of fiction book was fair game for my reading. I loved historical fiction, science fiction, stories of adventure, and mysteries. I also enjoyed reading biographies and autobiographies for pleasure. I even picked up the newspaper or my father's farming journals if there were no fiction books around. However, I must admit that I only scanned the articles about polled Hereford cattle or the latest techniques in soil fertilization.

I could not understand why people said they did not enjoy reading. Who would not want a book to transport them in time to be a medieval princess or a civil war nurse? By the time I was in secondary school, I did find other genres to interest me. I began to read more non-fiction. I worked part-time for a veterinarian and often read the textbooks he had in the office. It was amazing to me that there were so many diseases transmitted from animals to man. That was fascinating reading. However, reading the assigned textbooks for school did not seem connected with the pleasure reading I did outside of the classroom.

As my own sons were growing, I read aloud and instilled the love of reading in them. *Mrs. Frisby and the Rats of NIMH* (O'Brien, 1971) and *Watership Down* (Adams, 1973) were two of their favorites. The older boy preferred non-fiction, while the younger one would read anything he could find. We had hundreds of books in our house, and we made many trips to the library.

Then I became an elementary teacher. I found that there were many children who did not have those pleasurable experiences with reading. I wanted to embed in them the value and pleasure that words on the page could hold. I returned to the university to earn a Master's degree in reading education. Suddenly I found content area reading to be interesting because it was pertinent and applicable to my goals. I knew I must help others have that same pleasure in reading.

I read professional journals, took more university courses, joined the International Reading Association (IRA), and attended reading conferences. I assisted the Director of Curriculum for our district and often provided workshops on reading strategies for the teachers in the school district. I made presentations to nursing instructors at the Iowa Nursing Association state conferences about strategies they could use to help their students comprehend the textbooks.

I lobbied for and received permission to start a reading course at Marshalltown High School. This course was for students whose reading skills were too high to qualify for special education or English Language Learning assistance, yet the students were not proficient in reading their class textbooks. I taught reading strategies for non-fiction as well as fiction. I often demonstrated strategies to the entire high school faculty that they could teach their students to use, such as asking questions while reading and visualizing the meaning of the text. Teachers began to consult with me as a resource when they had concerns about students in their classes. These consultations often resulted in me testing the students to determine the grade level at which they most benefit from instruction. This did little to help the students learn to read those classroom texts. As I talked with these secondary teachers I discovered that few secondary teachers had professional preparation in the teaching of reading. The assign-and-assess format mentioned earlier was the predominant strategy used. Despite the workshops and testing that I provided, too many students were still not proficient on the Iowa Tests of Educational Development. Teachers with whom I worked expressed frustration with the inability of students to learn material from the texts.

At this time, I began to read in the professional books and journals about elementary school literacy coaches. Within the educational community, a coaching position may have many different names, such as peer coaches, instructional coaches, or literacy coaches. Peer coaches are commonly defined as two or more professional colleagues working together to improve their professional knowledge and skills. Peer coaches have been described as having “a concern for learning and implementing innovations in curriculum and instruction” (Joyce & Showers, 2002, p. 90). An instructional coach is the support person that models new strategies, observes teachers, and provides feedback. “Instructional coaches customize professional development to match each teacher’s needs and interests while they help the school establish a common understanding across all teachers” (Sweeney, 2003, p. 50). Reading or Literacy Coaches “assist in shifting classroom teachers to better understand critical pedagogy and the need for change based on evidence” (Puig & Froelich, 2007, p. 8). Literacy coaches provide this assistance through dialogic conversations, observations, modeling of lessons, and the provision of resources.

The coaches described in the articles were helping teachers learn to use research-based instructional strategies so that the students in their classrooms became proficient in reading and enjoyed reading. Elementary schools were beginning to use coaches to make a difference for students and for teachers. The research and ideas from these articles helped me understand the value of acting as a literacy coach. However, our district did not have coaches.

Although I liked the role I was playing as a consulting resource for other teachers, I believed it was not the type of assistance that was most effective. I was providing little follow up to our conversations. I seldom knew if the suggestions were successful or even if the teachers actually used them. The teachers and I seldom talked about how the strategies were working or what further support I could provide.

The role of a reading coach was still in the back of my mind as I attended the national conference of the International Reading Association. There I met reading coaches such as Sharon Walpole, Michael McKenna, and Cathy Toll. I listened to presentations about literacy coaching by presenters such as Mary Ellen Vogt and Cathy Toll, and I purchased many books about coaching, such as *The Literacy Coach's Survival Guide: Essential Questions and Practical Answers* (Toll, 2005) and *Literacy Coaching: The Essentials* (Casey, 2006). I heard that teachers were becoming more confident, efficient, and effective as a result of working with a literacy coach (Kral, 2006). I learned that because teachers were learning new strategies, the students were becoming more proficient in reading, writing, speaking, and listening (Coburn, Huffman, & Salmons, 2006; Williams, 2006). This information confirmed that there were ways for me to help students embrace a love of reading, even in content area classes.

During the school year, I heard many high school teachers lament the lack of reading proficiency the students brought to their classes. Many blamed elementary teachers, but some blamed the parents. Other teachers seemed resigned to the situation because of the high English Language Learner population, as across the district the primary language of 44% of our students is a language other than English.

The administration provided several sessions in which reading strategies were taught to the staff through modeling. Most of the teachers attended a workshop on reading in the content areas. Teachers hung posters in all classrooms with strategies of summarizing, clarifying, questioning, and predicting. However, a couple of months after the workshop, few teachers could find the binder that explained the strategies. Even fewer were actually using those strategies in their teaching. There still seemed to be little increase in reading proficiency among many of the students.

I continued to read about coaches in the elementary schools. Reading First (2002b) grants funded many of the coaches. The Reading First initiative required reading coaches in those schools receiving grants. In my research, I found districts that employed coaches reported increased student achievement (Blachowicz, Obrochta, & Fogelberg, 2005; Busher, 1994; Karns, 2006; Kinnucan-Welsch, Rosemary & Grogan, 2006; Race, Ho & Bower, 2002).

The International Reading Association published *The Roles and Qualifications for Literacy Coaches* in 2004. As I read the qualifications, I realized that nearly all matched mine. I was interested. I wondered if I could help other teachers become enthused about teaching students to enjoy the treasure chest of reading. I wondered if the type of coaching that was successful at the elementary level could be successful at the secondary level. There were few studies of coaching at the secondary level, particularly in content areas such as science and social studies. The International Reading Association presented standards shown in Appendix A (Standards for Middle and High School Literacy Coaches, 2006) that seemed to indicate secondary schools would benefit from coaching. I wanted to bring literacy coaching to the secondary school in my district. As I read more about literacy coaching at the elementary level, I knew that I had skills and a desire to coach other secondary teachers. I wanted to bring my passion for and joy of reading to other readers. I wanted to bring my skills to assist other teachers as they struggled with knowing how to teach students to read the content area texts. Would the skills used by elementary coaches be effective in a secondary school?

While the literature has shown the effective use of coaching at the elementary level (Karns, 2006; Puig & Froelich, 2007; Toll, 2005; Walpole & McKenna, 2004), this study will examine the efficacy of literacy coaching at the secondary level, with a focus on the self-study of the dynamics within and practices evolving from secondary literacy coaching. As a part of the study, I coached three secondary teachers on the use of content area literacy strategies. The teachers had indicated a need for assistance in helping their students become successful in the reading of their content-specific textbooks. In this self-study, I examined how I fulfilled the duties of literacy coach and the effectiveness of my coaching as I worked with these three secondary teachers. My examination of my professional work through this lens contributed to my learning and provides additional insight, data, and reflection regarding the role of a secondary literacy coach.

Research Questions

This self-study focused on whether I was effective as a literacy coach for secondary teachers. To determine that, I concentrated on these questions:

1. What does my coaching look like within the context of secondary teaching?
2. What evidence is there from the teachers that my coaching is successful?
3. Do I create a climate of growth for the teachers?
    3a. If so, how do I create or strengthen that climate of growth?
    3b. If not, what obstructs that climate of growth?
4. Do I promote rigor through my coaching?
    4a. If so, what do I do to:
        4a1. Identify or acknowledge the teacher's use of rigor
        4a2. Stimulate the teacher's use of rigor
    4b. If not, where do I have the opportunity but fail to use it?

Significance of the Study

The reading demands on adolescents are vast. They are still reading traditional magazines and books, but today teens have more opportunities and more requirements to read (Bean, Bean, & Bean, 1999; Kamil, 2003; Swafford & Kallus, 2002). They read text messages, blogs, ezines, and other electronic print. They read menus, maps, and instruction manuals. These opportunities demand strong literacy skills.

The educational setting of school places demands upon the students, as well. Teachers ask them to read challenging texts in the classroom and as homework outside the class. Publishers often produce textbooks written at an instructional level above the grade level of the students (Chall & Conard, 1991). "There are approximately 8.7 million fourth through twelfth graders in America whose chances for academic success are dismal because they are unable to read and comprehend the material in their textbooks" (Kamil, 2003, p. 1). In order to help facilitate students' learning, teachers find that they need to teach literacy skills along with the content of their discipline.

Few teachers of content area subjects such as math, science, and social studies have instruction in the teaching of reading. They complain that the mandates of the state and federal authorities, such as those of No Child Left Behind (2002a), do not allow them the time they need to teach reading along with the content of their discipline (Tovani, 2004). In addition, at the secondary level, few content specialized or content area teachers have had the preparation to teach reading.

Elementary schools are beginning to hire literacy coaches to help teachers become better teachers of reading (Karns, 2006; Puig & Froelich, 2007; Toll, 2005; Walpole & McKenna, 2004). Studies indicate that student achievement increases when coaches assist teachers (Bruce & Ross, 2006; Ezarik, 2002; Karns, 2006).

In order to acquire an understanding of literacy coaching at the secondary level, this study focused on how coaching of secondary teachers is realized through the lens of a literacy coach. The researcher fulfills the duties of the coach. This self-study intended to examine my educational practices. It scrutinized what that practice really was and how it was manifested within the context of secondary teaching. I studied whether the coaching was useful or helpful toward the teachers improving their instructional practices as I examined my practice while working with a group of secondary teachers. More specifically, it intended to seek evidence about whether there was a change in the practices of the teachers and if there was an improvement in my coaching. "Often it is challenging enough to look critically at one's own teaching practices. While the obvious purpose of self-study is improvement, it is even more challenging to make changes and seek evidence that the changes did indeed represent improvement" (Russell, 2002, pp. 3 - 4).

Qualitative research "is ultimately a matter of persuasion, of seeing things in a way that satisfies, or is useful for the purposes we embrace" (Eisner, 1998, p. 39). As a qualitative researcher, my goal is not to examine and quantify my influence in terms of mathematical models, graphs, or tables. Rather, it is to examine the process of my influence and contributions to the growth of educational knowledge, specifically, how a literacy coach can better help teachers become more effective teachers of literacy in their secondary classrooms

Self-study research is typically written in first person voice and contains contextual details, emotions, and dialog that are affected by the social situation and culture (Elijah, 2002). This may pose a challenge in determining validity as qualitative research. Bullough and Pinnegar (2001) stated that there can be quality in self-study when there are compelling research questions with compelling answers to those questions and when the study goes beyond the purely personal. In order to increase validity, the questions to be studied, the ways in which data are collected, the ways data are represented, and the ways in which multiple sources of data are triangulated must be clearly articulated. "To be scholarship, edited conversation or correspondence must not only have coherence and structure, but that coherence and structure should provide argumentation and convincing evidence" (p. 19). Bullough and Pinnegar (2001) have determined that with that evidence, "readers will have no difficulty recognizing the authority of the scholarly voice, not just its authenticity" (p. 20). This authority and authenticity of voice demonstrate validity.

Definitions of Terms

Several terms with which readers should be familiar are used throughout the study. The following are explanations of the terms found within the research.

1. The Measures of Academic Progress (MAP) is a set of computerized tests designed by the Northwest Evaluation Association. Tests are given in Reading, Language Usage, Science, and Mathematics. The purpose is not to assign a label of proficient or non-proficient, but rather to measure a student's instructional level and identify the areas of learning where a student can make the most academic growth.
2. A non-evaluative role is one in which one person has no power or authority to determine licensure or disciplinary actions. Rather than to evaluate the teacher, the role is to give constructive ideas to modify instruction based on best practice.

3. A teacher journal is a personal document that includes reflection, critique, celebrations on teaching practices, and reactions to instruction, students, and the research process. These notes can serve as data or may provide support and direction to the teacher researcher.
4. The Preliminary Scholastic Aptitude Test (PSAT) is a standardized test that measures critical reading skills, math problem-solving skills, and writing skills.
5. Rigor refers to the quality and intensity of instruction or the use of demanding standards for learning or performance.
6. A secondary school is a school containing upper grades. In this study, grades 9 – 12 are represented.
7. Content area literacy is the ability to decode, comprehend, and write expository texts in math, science, history, art, languages, music, physical education, family consumer science, or industrial technology.
8. Cooperative (coop) classes are classes which are taught by a team consisting of a special education and a regular education teacher.

CHAPTER 2

REVIEW OF THE LITERATURE

To meet the literacy needs of secondary students, teachers must have instruction in ways to teach literacy skills to their secondary students (Ezarik, 2002; McConachie et al., 2006; Ness, 2007). The purpose of this chapter is to provide a review of the relevant literature and research on the need for strong literacy skills and ways to help teachers develop those skills in students. The chapter is organized into the following sections: (1) An Historical Look at Reading in Schools; (2) The Results of the National Assessment of Adult Literacy; (3) Secondary Students and Reading; (4) Content Area Reading; (5) Professional Development and Coaching; and (6) Studies of Coaching.

The 2003 National Assessment of Adult Literacy defined literacy as "Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential" (Greenberg, Dunleavy, & Kutner, 2007, p. iii). People use reading and literacy in many facets of American society (Anders & Guzzetti, 2005; Clemmitt, 2008; Iyengar, 2007; Merrifield, Bingman, Hemphil, & deMarrais, 1997; Roman, 2004; Vasquez, Egawa, Harste, & Thompson, 2004). They read for pleasure, to gain practical information, to read letters and notes from family and friends, and to learn the latest news. Adults read notices and forms for their children's field trips and parent-teacher conferences. Adults must be able to read prescription medication labels. In the workplace, employees must be able to read job descriptions, safety notices, insurance forms, and schedules (Kutner et al., 2007).

People read sports scores, weather reports, and information that provide facts such as phone numbers or addresses. They locate information contained in varying formats such as job applications, payroll forms, maps, schedules, and instruction manuals. People gain new information and use literacy skills to perform their jobs (Daniels & Zemelman, 2004; Roe, Stoodt, & Burns, 1998; Roman, 2004; Vacca & Vacca, 2008). Without reading skills, the number of jobs for which people can qualify is limited.

Reading achievement is highly correlated with economic productivity (Daniels & Zemelman, 2004; Richek, Caldwell, Jennings, & Lerner, 1996). "Whether or not people read, and indeed how much and how often they read, affects their lives in crucial ways" (Gioia, 2008, p. 185). Society suffers when its citizens are not proficient readers. "Illiterate and semi-literate adults account for 75 percent of the unemployed, 33 percent of mothers receiving Aid to Families with Dependent Children (AFDC), 85 percent of the juveniles who appear in court, and 60 percent of prison inmates" (Richek et al., 1996, p. 3). Illiterate and semi-literate adults are most likely to live in poverty. These same adults are often hindered in seeking employment. Thus, society wants proficient readers graduating from its schools. Teachers are given the charge of making that happen.

Students in secondary schools have many opportunities and many requirements to read. They read different genres and in different formats. There are necessities for reading both outside the school day and as well as during the school day. Outside of school, students read the lyrics of music, text messaging, television programming schedules, magazines, cookbooks, hobby magazines, and computer websites. In schools, students read school newspapers, lunch menus, schedules, and notes passed among classmates. Students are also required to read textbooks in schools.

Textbooks written above the instructional level of students pose challenges to students (Chall & Conard, 1991; Ness, 2007). They must find ways to learn the content without doing the reading. Teachers find that they must teach literacy skills along with their content area or must present the information in ways that do not demand reading such as telling the information through a lecture or showing it through visual media. They want the students to be able to read the texts; however, few secondary teachers have had instruction in how to teach reading (Alvermann, 2005; Tovani, 2004). With the lack of university instruction in teaching reading, schools are finding they need to provide that instruction to their content area faculty members.

Many elementary schools are beginning to provide literacy or instructional coaches to help content area teachers teach their students to read and comprehend the textbooks. Fewer secondary schools employ literacy coaches, even though the demands of reading often require the direct instruction that secondary teachers are not prepared to deliver (Grossen, 2004; Radcliffe, Caverly, Hand, & Franke, 2008).

While schools have always provided literacy instruction to students, the literacy needs of students and teachers have changed. The instructional needs have changed as the literacy needs have changed.

An Historical Look at Reading in Schools

The many different types of texts in society require literacy, reading skills, and study strategies (Bean, 1997). People look to schools to prepare students to live in society. They want schools to teach literacy, defined as the ability and willingness to use reading and writing to construct meaning from printed text, in ways which meet the requirements of a particular social context (Au, 1993). Within a school structure, teachers ask students to read texts. These textbooks structure 75 to 90 percent of instruction in classrooms. Textbooks "provide a roadmap from which few teachers make major detours" (Tyson & Woodward, 1989, p. 14). Yet many secondary students lack the skills needed for these challenging texts in their classes (McCabe, 2003). Without the literacy skills needed to read effectively and efficiently, people must rely on others to give them information (Merrifield et al., 1997).

Reading challenging texts is not a new phenomenon, but it often requires direct instruction (Grossen, 2004; Radcliffe et al., 2008). Gray (as cited in Bean and Harper, 1996) stressed the importance of reading instruction.

> As a means of gaining information and pleasure, it [reading] is essential in every content subject, such as history, geography, arithmetic, science, and literature. In fact, rapid progress in these subjects depends in a large degree on the ability of pupils to read independently and intelligently. It follows that good teaching must provide for the improvement and refinement of reading attitudes, habits, and skills that are needed in all school activities involving reading (Bean & Harper, 1996, p. 5).

McCallister (1930) stated, "The successful study of content subjects - such as history, geography, mathematics, and science - is conditioned largely by the ability to read effectively" (p. 191). His study of students' difficulties in reading textbooks in General Science, American History, and Mathematics found that there were many difficulties that readers encountered. McCallister categorized those difficulties into six causes: methods of attack, inability to recognize relations, lack of content knowledge, lack of vocabulary, inaccuracy in performance, and lack of directions clarity.

The most cited difficulty stemmed from the student's "methods of attack" (McCallister, 1930, p. 199). This occurred when students had poor study habits or were careless. Nearly half of the difficulties cited were of this type. The second most cited difficulty occurred when students lacked the ability to recognize relations such as in associations, discrimination, and reasoning. These are the higher thinking processes. Some difficulties occurred due to students' lack of knowledge of the content of the course or subject. Others grew from a lack of vocabulary knowledge. Abbreviations and symbols were included in this category. Inaccuracies in performance from lack of clarity in directions contributed to only a few instances of difficulty of reading the text.

The reading of content area textbooks needs special attention because of these difficulties. McCallister (1930) posited that all students would benefit from additional attention.

> Both good and poor readers will profit from such guidance. The good reader will learn many new reading skills, which will tend to increase the effectiveness of his study activities. However, the poor reader will not only gain new reading skills but will also receive assistance in overcoming other handicaps to his progress (p. 200).

Even though there was an acknowledgement of the importance of teaching content-area reading skills, few teachers in the early 20th century had any preparatory classes for that teaching. In fact, few teachers had any university education. For example in the 1920s, no states required university preparation for elementary teachers and only 10 states required degrees for secondary teachers (Bean, 1997). It was not until 1974 that all states required teachers to hold a bachelor's degree (Bean & Harper, 1996; Olson & Dishner, 1996). Still, that degree required few, if any, content area reading courses.

In the mid-1980s, 32 states required a course in content area reading. By 1990, that number had dropped to 29 (Bean & Harper, 1996). At the beginning of the 21st century, there are many college courses in reading that are required for an elementary teaching certificate. However, despite the knowledge that reading a content area text such as science is different from reading a novel, and there are differences in text structure and organization across different content area texts such as science and mathematics, not all colleges and universities require a course in reading in the content areas. A search of the catalogs of major universities in Iowa, the University of Northern Iowa, Iowa State University, the University of Iowa, and Drake University, indicated that only the University of Northern Iowa and the University of Iowa required any course in teaching reading in a content area.

In the 1970s, a few textbooks for preservice teachers dealt with content area reading instruction. However, only some of the textbooks devoted individual chapters to specific disciplines while others were more general. "The issue, then, is whether content area reading instruction should concentrate on content-dependent skills or on generic skills" (Moore, Readence, & Rickelman, 1983, p. 428).

Students did not learn the reading skills in schools. Therefore, they did not have the reading skills and faced additional challenges as illiterate adults.

Results of the National Assessment of Adult Literacy

The 2003 National Assessment of Adult Literacy (Kutner et al., 2007) assessed the English literacy of approximately 18,000 adults living in households and approximately 1,200 prison inmates. The researchers defined literacy in three ways: prose (skills needed to read and use information from continuous texts such as newspapers, brochures, and manuals), document (skills needed for noncontiguous texts such as applications, schedules, maps and tables), and quantitative literacy (skills needed to perform computations such as balancing a checkbook or computing a tip). Literacy levels correlated with wage and income levels. Higher scores in all the types of literacy correlated with higher annual household incomes. Conversely, lower literacy scores were associated with lower annual household incomes.

Reading skills are essential for getting and maintaining many jobs. In 2003, adults with lower levels of prose and document literacy reported that they were limited in their job opportunities because of their lower reading skills. However, nearly all of the people with high levels of reading reported that their reading skills did not limit their job opportunities at all (Kutner et al., 2007).

Adults with higher reading levels were more likely to participate in government and community activities, vote, and volunteer compared to adults with lower reading levels. Adults with lower reading levels were less likely to read information about current events, public affairs, or the government. They were also less likely to obtain information about those topics from non-print sources such as friends, relatives, or co-workers (Kutner et al., 2007).

Kutner et al. (2007) and his colleagues also studied the population of prison inmates for the 2003 National Assessment of Adult Literacy. Results showed that both male and female inmates had lower average literacy than did adults living in households. In every age group studied, incarcerated adults had lower literacy scores than did adults living in households.

Illiteracy is not limited to the prison population. Adults with limited reading skills drop out of school and face difficulty in finding employment or advancing in their jobs (Richek et al., 1996). Gioia (2008) reported that adults with reading and comprehension problems had higher death rates, possibly due to poor reading and comprehension of health and medical information.

The goal of education is to ensure that adults are not illiterate. Students, particularly those in secondary schools, use literacy skills in many ways.

Secondary Students and Reading

The literacy demands of secondary students are varied. At school, students read textbooks (Allington, 2002; Roe et al., 1998). Teachers also expect students to read test questions, study questions, and the assigned readings. In addition to the textbooks, students must read supplementary materials and must read and do homework outside of school. Some of the supplementary readings are electronically transmitted readings that require a different type of literacy than the typical textbook.

Students read in school and outside of classroom assignments (Alvermann & Nealy, 2004; Bean et al., 1999; Bean & Harper, 1996; Swafford & Kallus, 2002). Outside of school, the students read signs in the environment, technical manuals, and job applications. They read television schedules, menus, recipes, and road maps (Roe et al., 1998).

Despite all the reading that is required with classroom texts and outside the school setting in recreational and functional reading, Vacca and Vacca (2008) found that adolescents lack strategic reading skills and do not engage in higher-level interactions with the text. The lowest level of interaction with a text is the literal level where readers read the line of the text to get information specifically from the text. A second level is the interpretive level where readers not only focus on what the author says but also perceive relationships and make inferences on what the authors mean by what they say. The highest level of interaction is the applied level. "When students construct meaning from the text at the applied level, they know how to synthesize information – and to lay that synthesis alongside what they already know – to evaluate, question the author, think critically, and draw additional insights and fresh ideas from content material" (p. 27). However, many secondary students are not aware of that connection between reading and meaning making, and some are not aware that they should construct their own understanding. Secondary students often do not know when they understand the text, and instead these students expect teachers to tell them what they should know (Tovani, 2000).

Some teachers expect less of students and thus assign work that requires little reading (Alvermann & Nealy, 2004; Ness, 2008). Ness (2008) studied ways in which 10 middle- and high-school teachers supported struggling readers and the attitudes toward reading comprehension strategies in their content area classrooms. She conducted interviews of the teachers and also observed instruction in the classrooms. Ness found that didactic or teacher-centered instruction dominated the classrooms. These teachers primarily used lectures, power point presentations, and demonstrations to teach their content classes. At the end of one particular social studies class, students were asked to copy down vocabulary terms from their textbook's glossary. The social studies teacher remarked that information was often given through lecture. "We have to make sure that kids get the information one way or another. It they can't read it, I'll have to tell it to them" (Ness, 2008, p 88).

Greenleaf and Schoenbach (2004), in their work with hundreds of middle and high school teachers, found that many teachers use methods of instruction that do not require reading of textbooks. The authors provide year-long professional development sessions to help teachers in "apprenticing students to discipline-specific ways of reading" (p. 100). They discovered that teachers found ways to engage students in the content areas of math, science, history and English without reading textbooks. This lack of textbook reading resulted in a lack of background or vocabulary knowledge to assist in comprehension of content area texts. Thus, the students struggling with reading at the secondary level lag farther behind in their reading abilities.

Many secondary students are at risk of reading failure and they need targeted instruction in word identification, comprehension, and study skills (Roe et al., 1998) to avoid that failure. Past failures in reading and with school in general result in low levels of motivation. However, the least motivating techniques are often used by the teachers in schools (Vacca & Vacca, 2008; Wilson, 2004). Often the students are directed to look up, define, memorize, and use the words in sentences. Not only is the practice not motivating, but also it divorces “the study of vocabulary from an explanation of the subject matter” (Vacca & Vacca, 2008, p. 143). Then teachers simply assign the text to be read.

This technique of assigning texts and then questioning the students over the content can lead to a real disconnect for struggling readers in the classroom. The technique puts the teacher in the position of being the only active participant in the classroom. “When teachers impart knowledge with little attention to how a learner acquires that knowledge, students soon become nonparticipants in the academic life of the classroom” (Vacca & Vacca, 2008, p. 9).

Students cannot learn from a text that they cannot read; yet educators demand this of secondary students. Allington (2002) indicated that while reading instruction in the elementary grades receives much attention, the students in grades 5 – 12 receive almost no attention or funding for reading instruction. Little instruction in reading is given in those classrooms (Greenleaf & Schoenbach, 2004). Without preparation, however, secondary teachers often do not know how to teach students to read those texts. Teachers need assistance in learning literacy strategies to help their students develop skills demanded of content-area reading.

Content Area Reading

Why should educators be concerned about content area reading? Many secondary teachers assume reading instruction is strictly for elementary schools. They presume that the secondary students already know how to read. Many people take for granted that if students learn to read in elementary school then they should be able to master the content of the secondary school’s texts (Wilson, 2004). It may be true that many students are proficient in the basics of reading when they leave elementary schools, but high school content area reading requires skills different from the elementary school (Ness, 2007; Wilson, 2004). Emphasis changes around the fourth-grade year from learning to read to learning from texts (Vacca & Vacca, 2008; Wilson, 2004). "Learning *with* texts suggests that readers have much to contribute to the process [of learning] as they interact with texts to make meaning and construct knowledge (Vacca & Vacca, 2008, p. 8).

Many students lose interest in reading as they grow older (Bean et al., 1999; D'Arcangelo, 2002; McCabe, 2003). Bean et al., (1999) in a study of a tenth-grade and a sixth-grade student's reading habits, found that having few opportunities to discuss books leads to a lack of interest in reading. Enthusiasm is generated when students choose ways to respond to those texts. However, in many instances, teachers select the materials and the ways of responding to those materials rather than allowing students to choose. "Instead, a preponderance of teacher-selected and teacher-directed assignments reduced their [the students'] enthusiasm for reading" (Bean et al., 1999, p. 446). Students feel a need to interact with texts in different ways.

Students interact with texts via computers, cell phones, and video games. There are moving images and computer-based games that make a fast-paced digital world for today's adolescents (Alvermann, 2005; Bean et al., 1999). "Our printed texts, devoid of moving images and sound, pale in comparison to digitized text" (Bean et al., 1999, p. 447). These diverse media and formats of texts present challenges that are different from what students and teachers have previously encountered. "Clearly, conventional notions of text, teens, and teaching must change to meet the challenges of 21st century and 21st-century content area reading" (Bean & Harper, 1996, p. 9).

The specialized vocabulary and technical terms in content area textbooks are less familiar to students that do not read widely or that struggle with decoding and comprehension. (Allington, 2002; D'Arcangelo, 2002). D'Arcangelo (2002) interviewed Donna Ogle, the past president of the International Reading Association, a university professor in reading and language, and a former secondary school history teacher. Ogle indicated that students do not read as widely as they once did. Students now have many other options of ways to spend their time. Consequently, without background knowledge gained from reading about content topics, the students are not familiar with the vocabulary. Ogle indicated, "Vocabulary is crucial in reading text" (D'Arcangelo, 2002, p. 13).

Allington (2002) described the difficulty in the vocabulary of a text that is written at a high school level. If a 95 – 97% accuracy rate is used for comprehending this text, a student that is considered reading at grade level could misread 10 – 25 words on each page and still be considered reading at an instructional level (Harris & Sipay, 1980). "They won't misread *if, runs, locate*, or even *misrepresent*, but rather unfamiliar technical vocabulary specific to the content area, such as *metamorphosis, estuary, disenfranchised,* and *unicameral"* (Allington, 2002, p. 18). He studied teachers across the United States to determine characteristics of teachers that were considered exemplary teachers that supported struggling readers in content areas. He found that these exemplary teachers provided students with models and demonstrations of the strategies used by effective readers when they encounter unfamiliar vocabulary words or difficult text.

Typically, the instructional level for a reader's comprehension requires a 95% accuracy rate (Allington, 2002; Harris & Sipay, 1980; Leslie & Caldwell, 2006). This is the level at which students benefit most from instruction. Vocabulary and content are a slight challenge but do not prevent the reader from comprehending and interacting with the text. However, with technical and specialized vocabulary in content area texts, the number of unknown words in a grade-level text could be much higher (Allington, 2002). The student may not struggle with the words *if, the, how,* or *because*, and thus may identify 95% of the words. However, if the unknown 5% are content specific vocabulary, the student could fail to comprehend the text. "If a student does not understand the vocabulary used in the text, he or she may miss pivotal concepts" (Barton, 1997, p. 26).

Stanovich (1986), in his meta-analysis of studies on the acquisition of vocabulary, found a correlation between knowledge of vocabulary and comprehension of text. He stated that, "Variation in vocabulary knowledge is a causal determinant of differences in reading comprehension ability" (p. 379). Stahl and Fairbanks (1986), in their meta-analysis of studies concerning the effects of vocabulary instruction and the learning of word meanings and comprehension also found a strong relationship between knowledge of word meanings and reading comprehension skill. Thus, if students have knowledge of many vocabulary words, their reading comprehension in content area classes improves.

Consider a page of written instructions for assembling a bicycle. Illustrations on the page assist the reader in understanding where bolts and washers belong. A research article for a medical doctor might be confusing to most lay people because of the technical language. Each content area discipline creates a unique language to represent its important concepts (Vacca & Vacca, 2008). Recognition of that vocabulary affects the readers' comprehension.

Schools do not usually purchase textbooks at the grade level of the students. Chall and Conard (1991) analyzed the readability levels in a sample of science and social studies textbooks intended for fourth-, eighth- and eleventh-grade students. They found that overall, publishers wrote texts at the fifth- to sixth-grade level for students that were in the fourth grade. Books for eighth-grade students varied in readability levels of seventh through tenth grades. About half of the texts for eleventh graders ranged from a tenth-grade level or lower. The readability of the other half of the books was well above grade level.

Textbooks in different subjects have varying organizational patterns (Barton, 1997; Billmeyer & Barton, 1998; Tierney & Pearson, 1981). "Text features include reader aids, vocabulary and text structure" (Barton, 1997, p. 25). Students use some of the features such as bold print, headings, italics, and pictures to assist in their comprehension. "Wise teachers consider these [kinds of text features] when they plan instruction (Billmeyer & Barton, 1998). Teachers may inaccurately assume that students have the knowledge or schema necessary to read any textbook, regardless of the features or structure. Although students may be able to read one textbook, another text with different features or a different structure might be problematic (Greenleaf & Schoenbach, 2004; Richgels, McGee, Lomax, & Sheard, 1987). Richgels et al. (1987) studied the ability of 56 sixth-grade students to comprehend text structure and content of expository texts with different text structures. The four types of text structures studied were collection, comparison/contrast, problem/solution, and causation. The researchers designed four tasks to assess the student's knowledge and comprehension of text structure. First, students read a passage and selected a second passage that matched the same type of text structure. In the second task, students read passages with the different text structures. Some of the passages had sentences in scrambled order. The students read the passages, determined the text structure, and wrote everything they could remember about the passages without looking back at them. The third task was a composition task where students were led in a guided discussion based on a graphic organizer of each text structure. After each discussion, students wrote summaries of the discussions. In the fourth task, students used a Likert scale to indicate how much they knew about a topic, how many ideas they could write about the topic, and how long an essay they could write about the topic.

Results of the study by Richgels et al. (1987) indicated that the students were less aware of the causation structure than of the other three structures. The students showed greater competency of the comparison/contrast structure than the other three structures. Awareness and recall performances indicated that students who are aware of the text structure are more likely to use that text structure than those who are unaware of the structure. Thus, texts of a structure different than that of which students are aware will be more difficult for students to comprehend and remember.

The context and structure of a particular text influence the comprehension of that text. “All texts are also shaped by specific conventions and structures of language, and proficient reading of all texts therefore demands the knowledge of these conventions to navigate layers of meaning” (Greenleaf & Schoenbach, 2004, p. 102). Without strong knowledge of that language, students struggle. Laflamme (1997) stated that knowledge of language determines how well students comprehend texts. He studied tenth-grade boys in a college preparatory school. Some of the students were given instruction in language using the Multiple Exposure Vocabulary Method along with the Target Reading/Writing Strategy. These strategies included exploring situations where vocabulary words could be applied, using verbal analogies and constructing semantic matrices. The control group received traditional instruction using activities such as completing grammar worksheets, assigning words to memorize for weekly quizzes. When given the Preliminary Scholastic Aptitude Test (PSAT), the students in the experimental group significantly outperformed the students who received traditional instructional. This suggests that knowledge of language helps students comprehend texts.

Schools that purchase multiple copies of one textbook for entire classes find that some students cannot read the text. Since struggling secondary readers cannot comprehend the text, a one-size-fits-all textbook does not fit all. In some cases, there are not enough textbooks for each student to use or take home (McCabe, 2003). Thus, the students that struggle and need more time to comprehend texts do not have the opportunity to take the books home for additional time or help.

Secondary teachers have little or no required preparation in teaching reading (Farrell & Cirrincione, 1986; Tovani, 2004). Farrell and Cirrincione researched the certifications requirements for teachers in the content areas. They found that in the mid-1980s, 32 states required a course in reading for preservice teachers. However, by 1990, that number had dropped to 29. The No Child Left Behind (2002a) legislation mandates evidence of content area preparation in the chosen content area. The need for subject area understanding continues to be crucial, and yet many students are unable to comprehend that content because of poor reading skills. Many secondary teachers are not trained in teaching their students to read and comprehend the material (Tovani, 2004).

Cris Tovani (2004) is a teacher and speaker who provided workshops and classroom demonstrations for middle- and high-school content area teachers across the United States. Tovani found that the content area teachers with whom she works are being asked to help struggling readers. They often are resistant to this request because the teachers feel they do not have time to teach the content requirements with the state and national standards. They are passionate about their content area, and that is the reason they wanted to teach that area.

Content area teachers are experts in their subjects but not in reading pedagogy. “A lot of secondary teachers enter the field because of their passion for what they’re teaching. It’s an unusual teacher who comes into secondary education wanting to teach students how to learn” (D'Arcangelo, 2002, p. 13). However, the students are not experts. They do not have the same background or years of experience in that field. They are novice learners that need support in reading a context about that content (D'Arcangelo, 2002).

Bean and Harper (2008) traced the historical development of content area reading. The authors found these texts were not always available to all students. In ancient Mesopotamia, for example, science and history texts were only available to the aristocracy. In medieval times, books were chained to the library walls. Religious texts were not available to the common people until the Reformation. “Until the last century, those individuals who could read and access challenging books and textbooks struggled alone or without formal pedagogical support" (Bean & Harper, 1996, p. 5). However, access to content information is now available outside of schools through the public libraries and through the Internet. “But access to books and the material now available by way of emerging technologies still requires literacy and, with complex material, sophisticated reading skills and study skills” (p. 5). These sophisticated reading and study skills must be taught, particularly by teachers in secondary schools where the expectation is that students will read to access their content information.

Secondary teachers feel that teaching textbook reading will take time away from their content (Bean, 1997; D'Arcangelo, 2002; McConachie et al., 2006: Wilson, Konopak, & Readance ,1993). “Many secondary school teachers say that they don’t have the time to teach both the content and reading strategies” (D'Arcangelo, 2002, p. 14). Wilson et al. (1993) studied and documented a preservice social studies teacher’s journey in his student teaching experience through observation and journal notes. Prior to the student teaching experience, the participant expressed support of teaching literacy skills in conjunction with the social studies content. However, over the course of his student teaching, the participant's perspective changed to closely echo that of his cooperating teacher. By the time that the participant was teaching his classes without the cooperating teacher, he indicated that teaching literacy skills took too much time. He preferred to deliver the content information through lecturing and using worksheets. This participant stated that maintaining a classroom without behavior problems used much of his time, and literacy instruction took time away from teaching the facts of the content area.

The curriculum is already fast-paced with schools requiring teachers to teach all of United States history in one year, for example. Therefore, the teachers resort to lectures to deliver the content. This method is considered to be an effective way of getting a large amount of information to the students in a shorter amount of time. However, lecture is also a management tool. "Lecture-style instruction also fits with teachers' responsibility to manage their large groups of students in an orderly fashion" (Sturtevant, 2004, p. 9). Schen, Rao, and Dobles (2005) found that when students are engaged in thinking about the texts, "teachers win because management issues are not such a problem" (p. 29).

The texts used in a secondary content area are often highly comprehensive. Some social studies texts contain as many as 30 chapters and cover many different topics of locations and times. This diversity of topics covered helps address the wide range of needs from textbook publishers' customers. Different states or districts require different topics. Publishers, wanting to get on the "approved list," want to include all of those topics. So to accommodate this wide range of needs from different customers, textbooks include as much information as is possible. For example, an eleventh-grade level textbook averages about 1000 pages (Chall & Conard, 1991; McConachie et al., 2006).

> Perhaps this overabundance of topics can also be traced to the lack of consensus among social studies teachers, specialists, and administrators as to what the social studies curriculum should include at each grade level and from what viewpoint (e.g., from the perspective of a chronological "story" or from the standpoint of social issues; McConachie et al., 2006, p. 52).

With so many topics to cover and from so many different perspectives, many of the topics in the texts lack depth. However, teachers continue to feel the need to "cover" the material. Tyson and Woodward (1989) stated that important topics might receive only a cursory single paragraph. "Textbook authors simply cannot consume that much space for one topic alone because myriad other topics must be included to 'match' so many state and local curriculums and, thus, sell the book to officials who are demanding 'quality' textbooks" (Tyson & Woodward, 1989, p. 15).

Teachers feel that they must present the material quickly in order to get through those large textbooks. Teachers sometimes feel they need to cover the material without any concern with how well the students are acquiring the concepts (Vacca & Vacca, 2008, p. 7). Taking time out for reading instruction would infringe on the time for content-area material. "Setting literacy instruction and content instruction side by side in competition for time and attention may dilute disciplinary rigor" (McConachie et al., 2006, p. 8). McConachie et al. advocated teaching content knowledge and literacy skills concomitantly.

Ness (2007) examined "the extent to which content-area secondary teachers included explicit comprehension strategies in regular classroom instruction" (p. 230).

She collected data from 2400 minutes of observations in eight middle and high school science classes. Instruction was coded as comprehension instruction or non-comprehension instruction. Her results indicated an average of 82 minutes, or only three percent, of instructional time was spent in teaching students to read and comprehend their texts. "It seems clear that, when teachers feel instructional time is best spent delivering content, literacy integration takes a back seat" (Ness, 2007, p. 230). Ness posited that university instruction and professional development do not convey the range of pedagogical opportunities for supporting the reading instruction of secondary students. More professional development that demonstrates ways to incorporate literacy instruction in secondary content area classrooms should be provided.

Professional Development and Coaching

The reauthorization of the Federal Elementary and Secondary Education Act, signed into law on January 8, 2002, is also known as No Child Left Behind (NCLB). The NCLB legislation has pressured schools and teachers to improve instruction. This legislation has brought attention to the ways teachers teach and students learn. Providing highly qualified teachers is central to the legislation.

Since secondary pre-service teachers receive little or no instruction on how to teach reading within their content areas, how do secondary teachers develop the requisite skills for teaching it? An oft-held belief is that schools must provide some professional development for teachers in those areas. Professional development is defined as "those processes that improve the job-related knowledge, skills, or attitudes of school employees" (Sparks & Loucks-Horsley, 1989, p. 40). Its intention is to enhance teacher performance, which then improves student learning.

This professional development often results in one or two in-service days per year, which teachers refer to as "one-shot" or "drive-by" workshops (Strickland & Kamil, 2004, p. vii). Bush (1984) as cited in Knight (2007) found that traditional professional development has not been effective. In her study, Bush examined the implementation rate of traditional professional development. She found that usually no more than 10% of the teachers implement the strategies presented at the staff workshops.

Not every professional development workshop will provide the teachers with the requisite tools for a positive influence on student achievement. The quality of the professional development has an impact. There are several principles that guide high-quality professional development (Kinnucan-Welsch et al., 2006).

> Professional development is recognized as high quality if it engages teachers as learners over time, offers teachers the resources necessary to gain skill and knowledge, creates opportunities for teachers to reflect on their teaching and their students' learning, and recognizes (as well as builds) teachers' expertise (Greenleaf & Schoenbach, 2004, p. 103).

Through their work with literacy specialists, Kinnucan-Welsch et al. (2006) identified principles of high-quality professional development for practicing teachers. High-quality professional development connects directly to student learning goals and incorporates active learning and involvement by the teachers. Effective professional development is carried on in the context of the classroom and is continuous and on-going. However, it is not enough just to be active. It must focus on inquiry and analysis related to the actual teaching. Finally, it must be a cohesive effort supported by funding, administration, and technical assistance.

When the professional development is not of high quality, teachers do not embrace the content. Knight (2007), in his study of middle and high school teachers attending professional development workshops, found that teachers are not resistant to initiatives as much as they are resistant to poorly designed initiatives. Knight conducted a workshop for middle and high school teachers. During the workshop, many participants voiced their displeasure at being there. They complained of an abundance of work, jargon, poor communication, and a lack of motivation to change. Because of the reaction to the workshop, Knight interviewed all of the teachers that attended the workshop to determine why they reacted as they did. Five themes emerged from the data: (1) the middle-school teachers did not feel valued as educators; (2) interpersonal issues, such as putting two people that had not spoken to each other in five years together for an activity, prevented cooperative learning activities from being successful; (3) many teachers felt the administration was dictating what they should do without consulting the teachers; (4) teachers felt overwhelmed by many initiatives and wanted the time to work on their work; and (5) the history of poor professional development in the district gave the teachers low expectations that this would be any better.

Knight (2007) also conducted interviews with more than 150 teachers across the United States about their attitudes toward professional development. The results of the interviews indicate that many teachers do not listen to and apply the strategies and suggestions made at the workshops. The primary concern is that the topics of many of the workshops are not necessarily relevant to the needs of the teachers. If teachers do not see the relevance, they will resist the initiative. Teachers sometimes feel inundated with initiative after unrelated initiative. They often have the attitude that the strategy presented is a flavor of the month and that the emphasis on the strategy will end if they wait a few weeks (Blachowicz et al., 2005, p. 56). With traditional professional development, teachers often see little connection with their current practice.

Teachers do not develop rich deep knowledge of pedagogy through infrequent workshops. In this style of professional development there is little or no follow-up to the sessions, and oftentimes, there are new foci for each session. This results in a competition between initiatives, and it lacks continuity and effectiveness. "After attending several unsuccessful training sessions, teachers often lose their enthusiasm for new interventions, and each additional ineffective session makes it more and more difficult for them to embrace new ideas" (Knight, 2007, p. 2).

Teachers resent being required to attend a workshop or session where someone tells them what to do but does not help them after the workshop. Researchers examining the effectiveness of professional develop are in consensus: Teachers want professional development provided by someone that will be there for support and will not be gone immediately after the session (Deussen, Coskie, Robinson, & Autio, 2007; Knight, 2007).

With little to no preparation in teaching about literacy in their content areas, many secondary school teachers of content area classes such as science, social studies, or math do not feel that it is their job to teach literacy. They feel that task will take essential time away from the content. These teachers misunderstand the role that literacy instruction can have in their classroom. Tovani (2004) stated, “Instead of thinking of this work as teaching ‘content-area reading’ or ‘reading at the secondary level,’ I think of it as teaching students how to remember and reuse the information we ask them to read” (p. 7). Effective professional development programs can alleviate the misunderstanding of believing teaching reading is different from teaching content. Professional development can build essential knowledge among teachers about the important role all teachers have in helping students develop reading and communication skills in middle and high school. In addition, professional developers can help teachers understand that their students can develop content knowledge “at the same time that they are improving in literacy” (Sturtevant, 2004, p. 10).

Coaching as an alternate form of professional development has been shown to be more effective than whole-staff workshops. The basis for this professional development is the teachers’ needs. It is site-based and grounded in research. Teachers are active participants rather than passive receptors of the activities and instruction (Kinnucan-Welsch et al., 2006; Knight, 2007).

Kinnucan-Welsch et al. (2006), in their study of literacy coaches, examined schools that were deemed as needing academic improvement. These schools were recruited and literacy coaches were employed. Six teachers each audio taped a lesson with a specific instructional focus. The audiotapes were transcribed, after which each teacher met with his or her coach to debrief and analyze the teacher’s instructions. The coach provided support for new learning and intentional shifts in teaching. Each teacher then audiotaped another lesson with the same instructional focus. The same transcribing and debriefing protocol was used, followed by a third audio taped lesson and debriefing. Pre-and post- surveys were conducted to measure teacher learning. A paired sample *t* test was conducted to determine differences in teacher understanding. Statistically significant positive differences were found between pre and post understanding. The researchers concluded that participation in the coaching sessions did contribute to teacher understanding.

Karns (2006) found that coaches supported a strength-based model. In her study of teachers in a middle school in Sacramento, Karns found that coaching, professional development, and collaboration helped urban middle school teachers replace a passive model of instruction with a more dynamic and active program. The school identified literacy as the primary skill that was deficient. Kerns began by interviewing teachers to determine their perceptions of reasons for poorly performing students. Teachers whose students were outliers in the California Standards Tests achievement data were interviewed and observed. Common characteristics of behaviors exhibited by the teachers that resulted in student achievement were identified. Some of the characteristics included: a willingness to collaborate and plan with others; solicitation of feedback; embracing high expectations; and viewing an educator role as a model for literacy. Since literacy was a deficit skill of the students, literacy coaches initiated a school-wide reading campaign. This contributed to an improved climate and culture. "Interestingly, the literacy campaign is impacting attitude as much as it is contributing to academic success" (p. 23).

Casey (2006) stated that another benefit of coaching is the tendency to persevere even when frustrated. She is a former literacy coach who now works with literacy coaches, teachers, and administrator across the United States. She coaches them on methods of instruction, providing professional development, and educational leadership. Her research examined the feedback she received from those coaches, teachers, and administrators. She and another literacy coach had worked with a first-grade teacher. The teacher felt frustration because her students were not making as much progress in writing as she would have liked. The teacher admitted that she would have lost faith in her own teaching ability. Instead, the coaches helped her work through several lessons and eventually the students began to make good growth in their writing skills.

> We are easily frustrated when our initial attempts at trying on new instructional practices are not immediately successful in the ways we want them to be, and it is too tempting to revert to how we've always taught. We need to be surrounded by educators who boost our confidence and guide us as we apply new knowledge and skill to transform our teaching (Casey, 2006, p. 191).

These studies have indicated that professional development alone is not always adequate for improving student achievement. Studies conducted when literacy coaches were employed have indicated increased achievement.

Studies of Coaching

Several studies support the impact of coaches for effecting positive change (Ezarik, 2002; Henwood, 1999; Perks, 2006; Schen et al., 2005). This change might be in teacher performance, student achievement, a willingness to collaborate, or an increase in the amount of reading done by students.

Ezarik (2002) interviewed 15 literacy coaches and administrators in districts across the United States. She questioned the coaches and administrators about the characteristics of an ideal literacy coach. Ezarik found several characteristics of ideal literacy coach. Coaches must be excellent teachers with a strong knowledge of curriculum. They must be able to collaborate and work with adult learners and be team players. They must be willing and able to initiate, be creative and energetic. Finally, they must be confident since they are often by themselves. Coaches must have initial and ongoing training to be successful to be prepared to coach. Coaches that are effective learn from each other as they meet regularly and frequently to collaborate. They collect and analyze student achievement data as well as information of student performance in classes. Showing the data to teachers and helping them to determine solutions to the problems contribute to an ideal coach.

Ezarik (2002) reported that in one district, test scores rose by 14 percent in a school after the first year with a reading coach. In another district, scores were compared between schools in which coaches were employed and schools without coaches. “Test results showed that schools without coaches had only about half the gains in scores” (p. 37). Coaching appeared to make a difference in student achievement.

Henwood (1999) reported on a Suburban Pennsylvania school district where she was the sole reading specialist that many students had difficulty in reading comprehension. She was released from her teaching assignment to collaborate with content area teachers about literacy in their areas. The content teachers identified areas of concern. Henwood provided strategies for instruction that she would model or demonstrate or observe the teacher using. She and the teacher would then share reactions to the use of the strategy and determine how to revise the strategy in a follow-up lesson.

At the end of the year, teachers were asked about the experience of collaborating with this reading coach. They reported positive outcomes for their teaching and for the students' learning. One teacher reported that her students were able to respond critically to questions. Another reported that, "students got to look at different learning styles, because the reading specialist and I had different styles of learning and teaching" (Herwood, 1999, p. 321). This teacher felt that it benefitted the students to see those different learning and teaching styles. One science teacher was pleased that the reading coach taught the students "how to get meaning from text, how to then do something with that meaning in order to organize it in a way that provides meaning for them, then to answer new questions that weren't originally in the text" (p. 323).

Perks (2006) was hired as a literacy coach to "design and implement a comprehensive and multifaceted literacy program" in a school district in Maine (p. 16). This literacy program consisted of a focus on assessment, school culture, literacy in the content areas, and targeted instruction. Perks helped to collect diagnostic data regarding students' literacy skills, initiated a daily 25-minute period of reading of self-selected materials, and provided direct coaching to teachers that wanted to develop strategies for their content areas. He offered after-school courses and workshops for district personnel, and he wrote a bimonthly literacy newsletter.

At the end of the school year, the school library indicated that circulation of books had nearly doubled over the previous year, indicating increased reading by students. In addition, 84% of the students were at or above the proficiency level on the Scholastic Reading Inventory as opposed to only 64% one year previously. Perks and his teachers considered the year with a literacy coach successful due to the increase amount of reading done and the increased student achievement.

Schen et al. (2005) studied the roles of literacy coaches in Houston and Boston public school districts. The two districts were selected because of the differences between the districts in their structure of the coaching model and their lengths of experiences with the coaching model.

Houston was in its first year of using coaches, and it had an open-ended job description that allowed the coaches flexibility in their scheduling. The coaches were required to spend 40% of their time in demonstrations and/or model teaching in their own classes. Twenty percent of the time was to be spent doing classroom observations and in-class coaching. An additional 20 percent was to be spent in coaches' network meetings. Ten percent was to be used for all-staff professional development, and the final 10 percent was to be used for research and data analysis.

Coaches in Houston engaged in various activities including initiating literacy school-wide literacy activities such as book clubs and DEAR (Drop Everything And Read) time, finding resources for teachers, providing monthly staff development meetings, and instructing teachers on ways to analyze data. Although there were differences among the activities provided, several commonalities presented themselves from year-end interviews. All coaches spent much of the year building the trust of the teachers. The coaches met weekly for support and reflection about the literacy strategies they presented. In addition, there was always a "discussion about the implications of their work as coaches" (Schen et al., 2005, p. 17). The coaches all indicated the importance of having the coaching network with colleagues from whom and with whom they learn.

At the end of the first year, data suggested that because of the work done by one Houston literacy coach, the school's writing achievement increased. Students that could not pass a state test prior to the emphasis placed on literacy were now able to pass the writing portion. Interviews with coaches showed an enthusiasm about the coaching network and the gains that had been made with collaboration and student achievement. Plans were made to strengthen their roles as literacy coaches by modeling lessons, partnering in the classrooms, as well as documenting and using data.

In 2003, Boston was in the ninth year of using coaches. There were nearly 80 part-time literacy coaches in grades K – 12 in the Boston Public Schools. Each coach worked in two buildings. They felt that this gave them a fresh perspective in each school, even though being in two buildings was demanding of their time. In contrast to Houston, the coaches in Boston had very defined job descriptions. They were expected to provide demonstration lessons, conference with the classroom teachers, facilitate inquiry groups, and follow up on professional development sessions with the classroom teachers. In addition to the literacy coaches, there were a few coaches for Language Acquisition, math, science, and history. Multiple coaches working with teachers sometimes presented problems. When teachers heard different messages from different coaches as well as the district and building administrators, they had a difficult time in creating the balancing act among all the voices.

Data from the Massachusetts Comprehensive Assessment of Skills from 1998 to 2004 indicated steady gains in student achievement. Schen et al. (2005) partially attribute the gains to the work of the Boston coaches.

Elementary, middle, and high schools are employing coaches. Teachers are finding that a coach helps them learn and perfect their craft. Increased teacher achievement results in increased student achievement. Increased teacher achievement begins with increased instruction and professional development. Providing professional development is only one role of a literacy coach.

Roles of a Coach

Although teachers are being employed as coaches, their roles may take many different forms (Casey, 2006; Ezarik, 2002; Henwood, 1999). Some districts have well-defined roles for the coaches while others have more fluid descriptions of coaches (Blamey, Meyer, & Walpole, 2008; Schen et al., 2005). However, the International Reading Association has outlined the roles of secondary literacy coaches as: (a) collaborators, (b) job-embedded coaches, (c) evaluators of literacy needs, and (d) instructional strategists in English language arts, mathematics, science, and social studies (IRA, 2006).

Blamey et al. (2008) surveyed 147 practicing literacy coaches across the United States. They found that 74% of the respondents to their survey worked for a school district where the coaching role was undefined, 15% for districts where the role was defined through a top-down method, and 11% for districts where the district and the coach collaborated to define the role.

The researchers found that coaches engaged in several activities as collaborators, coaches, and evaluators. The three most frequently mentioned activities as collaborators were respecting confidentiality, examining best practice, and examining curriculum materials. Coaching activities most frequently reported were working with individual teachers, assisting teachers in instruction of content area texts, working with teaching teams, and demonstrating instructional strategies. The activities in which coaches engaged in the role of evaluator included reviewing assessment research, helping teachers standardize the scoring of writing, and helping teachers determine which strategies support achievement. However, the fewest number of respondents reported activities engaged in as an evaluator.

Henwood (1999), in her report on her own coaching, used many terms to describe her role as a coach. She indicated that she is a reading specialist, a collaborator, and a critical friend (Henwood, 1999). She described characteristics of a collaborator or critical friend as including "providing tangible support, offering recognition and appreciation of teachers' efforts to improve and to change, involving colleagues in decision making, extending trust and confidence in them, and referring to knowledge bases and not to personal style when collaborating" (Henwood, 1999, p. 317).

Henwood (1999) described benefits of her role as a literacy coach in collaboration with colleagues. One high school science teacher indicated that she had a clearer understanding of how to use the textbook as a teaching tool. She taught the students to use the pictures, reviews, and bold type. The teacher reflected "Some students who avoided reading the textbook are now using it as an effective reference book" (Henwood, 1999, p. 321).

The benefits applied to teachers and students. Teachers had a new understanding of how students learn, and students' learning increased. Henwood indicated she was a change agent "...who can help teachers examine their own practices and generate strategies that will enable students to comprehend more and to see learning as a perpetual endeavor" (Henwood, 1999, p. 34).

Coaching in Elementary Schools

Many of the studies examining coaching have been conducted in elementary schools. The United States Department of Education-sponsored Reading First initiative (2002b) has required a literacy coach at each elementary building that receives the grant. Schools without the Reading First (U. S. Department of Education, 2002b) grant have also reported some benefits of a coach.

Bruce and Ross (2006) found that coaching had a positive impact on teacher practices in grades three and six. In their study, Bruce and Ross examined the effects of peer coaching and related in-service on teachers in grades three and six. Teachers were paired with a grade-level peer. They observed each other, set goals, and devised strategies to address those goals. They also provided feedback for each other after each observation. Teachers reported that they were more successful in using new instructional strategies by observing another teacher using those strategies. They were able to put new strategies into immediate practice. The teachers cited student evidence in the form of enthusiasm and quality of student discourse as a measure of teacher improvement.

An unanticipated finding in Bruce and Ross's (2006) study was that teachers reported they engaged in more frequent self-reflection. Many reported that they found themselves critically questioning their own practices. The researchers also found that teachers were able to self-reflect more frequently because of coaching. Two of the teachers with whom they worked believed that self-questioning led to higher quality instruction.

Coaching in Secondary Schools

Although most of the coaches are in elementary schools, there are some in secondary schools as well. Secondary literacy coaching has not been widely studied. "Unfortunately, research on literacy coaching at the secondary level is extremely limited" (Blamey et al., 2008, p. 311).

In their study of secondary literacy coaches, Blamey et al. (2008) examined secondary literacy coaches. Specifically, they assessed the extent to which practicing secondary literacy coaches met the qualifications for literacy coaches set forth by the International Reading Association (2006). In addition, they surveyed the coaches to determine what the coaches identified as their own professional learning needs and what personal qualities the coaches considered as essential. This study used a web-based national survey to collect the data from practicing middle school and high school literacy coaches. One key finding was that coaching at the secondary level was different than coaching at the elementary due to the larger number of teachers with whom secondary coaches work, the wider achievement gaps among students, and the challenge of convincing secondary content area teachers of the need for a literacy coach. Almost all

(94%) of the respondents had undergraduate degrees in English education, elementary education, or a field outside of education. Thirty-seven percent coached in a middle school, 46% were in high schools, and 17% were in both middle and high schools. Seventy-four percent of the coaches reported that their roles were undefined by the district.

Blamey et al. (2008) reported that personal attributes of the ideal secondary literacy coach included being a skilled listener, problem solver, and a relationship builder. In addition, an ideal secondary coach must be an optimist and must continue to learn.

Perks (2006) studied secondary school teachers in a district in Maine. His work focused on improving the literacy of students to prepare them for college. He developed a school-wide literacy plan that included four key foci. One area of focus was the strengths and weaknesses of the students and of the teachers. Diagnostic testing identified students who were in need of strategic interventions. Students self-assessed their literacy skills and habits. Teachers were surveyed to "determine current classroom practices and to assess teacher knowledge of research-based strategies in literacy" (Perks, 2006, p. 16).

A second area of focus was the school literacy culture. Perks (2006) desired to create a climate that embraced reading. The students' perceptions of themselves as readers, how often they read outside of school, and how often they used the school library were indicators of the climate. To improve the literacy climate of the school, a daily period of Sustained Silent Reading (SSR) was implemented. Students selected any materials they wished for SSR. In addition, they earned a pass/fail grade for participation and could receive credit toward graduation requirements. More than 100 observations were conducted to determine if students were actually reading during this time. Perks noted that close to 90% of the students read on a consistent basis. In addition, the book sign-outs in the library had almost doubled. Students were also observed reading outside the classrooms, and teachers indicated that they often heard students discussing books in the hallways. Perks felt the increase in reading and the increase amount of talk about books indicated that the school's culture of literacy had improved.

The third area of focus for Perks (2006) was support of literacy across the curriculum. He provided direct support by working with teachers of content classes such as physical education, art, and math and provided strategies for use in the classrooms. "I help teachers recognize what kinds of texts are appropriate to use in their classrooms and what strategies and practices will best support students in becoming effective readers of these texts" (Perks, 2006, p. 19). He also offered after-school courses for district staff members on various areas of literacy. Anecdotal records from teachers indicated positive changes in students' reading skills and attitudes toward reading.

The final area of attention for Perks (2006) was strategic intervention for the students whose skills were below grade level. Five teachers provided one-on-one or small group tutoring in the literacy center. The teachers used targeted instruction to address the students' needs. The Scholastic Reading Inventory was administered to the students. Perks deemed the interventions successful based on the results of the Scholastic Reading Inventory. "During one semester of interventions, the students in the academic literacy classes averaged more than two grade levels of improvement in reading" (Perks, 2006, p.

19). Ninety-six percent of the students in the classes with targeted instruction showed improvement. While students benefitted from the interventions, teachers felt a benefit as well.

Benefits for Teachers

Teachers must see the benefit for themselves as well as the benefit for students to embrace any new initiative. "The people who are involved in a change effort have personal reactions and feelings about the innovation and about their involvement in the change process" (Hall & Hord, 2006, p. 109). Teachers are reluctant to endorse any initiative without knowing exactly what they are being asked to do and without knowing how it will affect them personally. Studies of coaching have indicated a personal benefit for teachers (Blachowicz et al., 2005; Casey, 2006; Knight, 2007). In Casey's role as a literacy coach, she found that teachers whom she coached were able to discover their own strengths and areas of need by looking at the data collected by the coach. The teachers became more confident in their teaching and in turn became more effective teachers. Blachowicz et al. (2005) found that the elementary teachers they coached felt teachers' prior efforts were validated and best practices already being used by the teachers were identified. This in turn helped to ward off cynicism and to build from strengths. Knight (2007) stated that teachers being coached reported that the coaching model "helped them teach with fidelity to research-based practices, increased their confidence about new practices, made it easier to implement new practices, and provided an opportunity for them to learn other teaching practices" (p. 117).

Cegelka and Alvarado (2000) conducted a study of a coaching partnership between university, local education association, and local school districts in rural California. The authors were participants in this partnership. Data were collected through interviews, questionnaires, meetings, observations, reflections, and coaching logs. Cegelka and Alvarado reported that a 17-district region in the California desert employed special education teachers without appropriate credentials. Nearly half of the special education teachers were not fully certified. Because of geographical isolation, it was difficult to attract and retain certified teachers. The round trip to the nearest university could be as long as five hours. The time and financial constraints of this trip eliminated many potential teachers from taking classes to become certified. However, the need for certification was still there. Many special education teachers were not prepared to teach special education, but felt forced into it because of the unavailability of others. Some other teachers were already certified but were unprepared for rural living. The attrition rate was 30% - 100% in a three-year period. Because of the lack of, but need for, special education teachers, a state university developed a partnership using coaches to ease the shortage.

The participants formed the coaching partnerships because of the needs for special education teachers in rural areas. A portion of the partnership focused on collaboration between all members, implementing a coaching model to provide supervision, and "addressing continual professional growth and development needs of participants" (Cegelka & Alvarado, 2000, p. 18).

University professors provided instruction for the coaches. Coaches were fully credentialed teachers, usually employed at the same district as the teacher-intern. Teacher-interns were teachers earning their special education endorsements. A coach collaborated with a teacher-intern. The teacher-interns and coaches met two or three times per month to discuss instruction, plan demonstrations, and teach lessons together. University professors also visited the rural California schools to model and demonstrate lessons as well as to collaborate with the coaches and teacher-interns. The teacher-interns also traveled to the university campus in the summer, at which time the university professors demonstrated and modeled new approaches to instruction and curricular materials.

The coaches observed the interns directly and through videotapes. Teacher-interns videotaped themselves for three 45-minute sessions each semester. The coaches and interns then met to review the videos, compare analyses, and develop strategies for further improvement. Coaches also provided resources, conversed frequently by phone, and provided additional support as needed.

Interviews with participants at the onset of the program indicated that the teacher-interns, coaches, and administrators hoped the program would increase the feelings of collegiality. At the end of the study, the participants deemed the program successful in providing the feelings of collegiality. It also provided for the certification of more special education teachers. This delivery method allowed the district to hire and retain certified teachers. Partially through the use of coaches, fully 60% of the rural special education teachers in that district earned certification through this program. In addition, coaches indicated that some of the strengths of the model were open communication, high quality feedback, opportunities for coaches and teacher-interns to practice and refine good teaching strategies, and the sharing of ideas between coaches and teacher-interns.

Horn, Dallas, and Strahan (2002) also chronicled ways that coaching was used to promote collegiality to improve student achievement. The authors began a four-year study to determine how academic coaching affected teacher's implementation of new instructional strategies and collaboration with colleagues. They collected data through pre- and post-interviews, questionnaires, observations, reflections, and coaching logs.

Administrators and teachers from a school as well as two university professors and two teacher education doctoral students participated in the study. They formed triad teams which met to discuss instruction, demonstrate lessons, and co-teach lessons. These triads consisted of a novice teacher, a coaching teacher, and a university researcher.

The pre- and post-interviews were analyzed to identify patterns. Several themes emerged from the interview data. During initial interviews, the coaches were concerned that the teachers would perceive them as bossy. The coaches did not want to be seen as the dispensers of knowledge, but rather as co-learners with the novice teachers. All participants indicated a desire for collegiality and a lessening of the feelings of isolation. Teacher-interns wanted to gain an understanding of how students progress and develop from year to year.

Formal and informal discussions provided opportunities for support during the study. "Peer coaching became the vehicle for improved instructional practice as a result of these new opportunities for communication and collaboration" (Horn et al. 2002, p. 8).

Through communication and collaboration, conversations between teachers grew to become centered on teachers improving their own practices. Large group sessions and team meetings were held. Coaches and novice teachers demonstrated lessons with each other's classes throughout the study.

Post interviews indicated feelings of success with the program. The university professors that collaborated with the coaches and novice teachers appreciated the opportunity to try out practical and meaningful lessons with middle school students. Novice teachers indicated that observing other teachers was beneficial. Experienced teachers, as coaches, felt empowered as guides for new teachers.

Improved instructional practice was noted by Horn et al. (2002) at the end of their study. From the observations and interview data, Horn et al. saw that teachers communicated and collaborated more with each other with the goal of improving their own practices. The teachers expected to continue this coaching method to validate implementation of new instructional strategies.

Other themes emerged from the exit interviews. Coaches and university participants emphasized that the collaboration resulted in heightened student engagement during the demonstration lessons. Novice teachers appreciated observing and learning from experienced teachers with well-managed classrooms. Coaches liked "sharing ideas and watching others" (Horn et al., 2002, p. 5). They indicated that they had not watched others teach since their own student teaching days.

It appeared that neither the novice teachers nor the coaches perceived the coaches as bossy or the experts. "Some of the teachers viewed the triad in terms of mentoring.

Some perceived it as a co-mentoring, where the teachers work to nurture each other" (Horn et al., 2002, p. 6). The coaches also saw themselves as guides to open conversations.

One final theme emerged from exit interviews with the principal and assistant principal. They voiced an expectation that the continuation of "academic coaches" (Horn et al., 2002, p. 7) would pull the school together with collegiality. Further collegiality would propel increased student achievement. Communicating and collaborating would become the instrument to drive instructional improvement and the school would make continued gains in student achievement. They also felt that "teacher retention will increase with the gained collegiality" (Horn et al., 2002, p. 8). The benefits of communication, collaboration and retention of teachers indicate that coaches may be effective in their roles.

Effectiveness of Coaches

The goal of a school is to increase student achievement. Ezarik (2002), in her study of school districts that hired literacy coaches, reported that student achievement increased as coaches were employed. Greenville School District in South Carolina had $10 million that they used to hire more coaches for all grade levels. They now have 18 coaches in middle and Title I elementary schools. Ezarik also found that Jefferson County, Colorado, hired 47 elementary, 12 middle, and 21 high school coaches. Test results in that district showed that scores of students in elementary schools with coaches were twice those of students in the elementary schools without coaches. Montgomery County, Maryland had 190 coaches based at schools. Coaches in that district filled a variety of roles. They facilitated groups of teachers as they evaluated student work, communicated district mandates, and helped teachers obtain necessary resources. These coaches were used in a variety of ways. "Coaches identify and meet teacher needs in any number of ways, by orienting teachers with a new curriculum, helping them integrate technology, organizing staff development efforts or facilitating collaboration, for example" (Ezarik, 2002, p. 35-36).

Ezarik (2006) found that these coaches act as more than mentors in that they provide professional development. They provide resources, facilitate as groups of teachers evaluate student work, and communicate district initiatives to staff members. However, their role is not one of evaluator. Ezarik stated that coaches found they needed a network of other coaches in order to feel connected. One coach indicated that she felt it was difficult to be the only person with that particular role. "I work closely with the principal, but I'm really by myself. I couldn't do this if I were isolated" (Ezarik, 2002, p. 37).

The ultimate goal of hiring literacy coaches is to improve student achievement. In this area, Ezarik (2006) posited that they were successful. In the first year of implementation of the coaching component, reading test scores went up 14 percent in a building in which students once were some of the least proficient in the district.

Collegial Relationships

Successful literacy coaches must maintain a line between being a colleague and an expert. They must possess specific attributes as they fulfill multiple roles and responsibilities. One attribute is that they are relationship builders (Blamey et al., 2008).

It takes special skills to build those relationships in order to walk that fine line between colleague and expert.

Successful literacy coaches are leaders who want to be followed by their teachers. In order for leaders to be followed, they must have a relationship that is collegial and trusting. However, literacy coaches cannot mandate that relationship. There must be evidence of a positive attitude. “Positive attitudes attract people and garner their commitment _ remember, stakeholders accept the leader before they accept his or her leadership” (McAndrew, 2005, p. 97).

Literacy coaches can create that positive relationship in many ways. One way to a positive collegial relationship is to establish trust between the coach and the person being coached. Literacy coaches must be willing to talk about their lives on and off the job. By talking about their own values, beliefs, family, and interests, they demonstrate trust in the listeners. This leads to a better understanding between the coach and the coached (McAndrew, 2005; O’Brien, 2001). “The willingness with which we disclose our personal stories (is) a powerful tool for building community and shared vision in organizations” (Anderson, 1995, p.63). When people’s contributions are recognized and they are treated fairly and with respect, they are willing to trust the leaders. Conversely, when there is an absence of trust, productivity diminishes, risk-taking is avoided, and people develop an aversion to new ideas (Handy, 1995; O’Brien, 2001). Coaches try to help teaches find and use new ideas to increase the success of students. An aversion to those ideas is counterproductive to the coaching practice.

Another way to build that collegiality is through encouragement. Recognition of a job-well done helps feed the hunger for encouragement (Handy, 1995). A component of encouragement is the act of listening. By listening, the coach can detect the emotions and intentions of the teacher. Listening portrays that the speaker is valuable and important. This helps build the connectedness of a collegial relationship.

> By using nods, body language, and accepting words, such as *uh-huh* and *yeah*, literacy leaders demonstrate respect for stakeholders' ideas, which in turn makes them feel informed and important, adding to their self-esteem and strengthening their connection to the leader through positive, personal speech (McAndrew, 2005, p. 113).

Collegial relationships are built upon trust, encouragement, and common interests. A literacy coach will need to look for opportunities to develop those relationships. It will take time to listen, express, clarify, and then reflect upon those opportunities (Bethanis, 1995). However, taking the time to make the relationship work will be worthwhile (Anderson, 1995).

Summary

This chapter reviewed current literature and findings in secondary literacy and coaching. A review of the history of reading in schools indicated that students and adults need strong literacy skills both in the classroom and outside the school setting. Textbooks provide many opportunities for students to gain information about the content areas. However, many students struggle to comprehend texts that are too difficult in vocabulary, concepts, or text structure. Teachers must provide specific instruction in literacy skills for the struggling students to be successful. Many content area teachers do not have the university preparation to teach literacy. They are experts in their content, but not in reading pedagogy.

The No Child Left Behind (U. S. Department of Education, 2002a) legislation has pressured teachers to improve reading instruction. Professional development has been provided to teachers to improve their skills. However, traditional professional development without support and timely follow-up sessions has not always been successful.

Coaching has been shown to be an effective alternate form of professional development. Coaches supply professional development based on the teachers' needs and provide follow-up sessions. Studies have shown that students from schools with literacy coaches increase their achievement. Although most literacy coaches work with elementary teachers, more literacy coaches are working with secondary teachers in the content areas. However, little research has been conducted on secondary level literacy coaching.

I indicated in the introduction that I want my work as a coach to have an impact on students and their reading achievement. I want them to find success in reading. I also want students to value reading and the worlds that are opened to them through printed words. I believe I can help that happen through coaching in the secondary school. Studies have shown a benefit to students and teachers alike when coaches are employed effectively rather than relying on traditional professional development. However, schools do not want a one-day-a-month coach, and I do not want to be a one-day-a-month coach. Just as research on effective professional development indicates, my job needs to be to support teachers on an on-going basis whenever they need me. I want teachers to find success in teaching reading strategies along with the content in their classes. Though the use of self-study I examined the climate I helped develop in my coaching sessions. This study examined the ways I developed relationships that created and strengthened a climate of growth while promoting rigor within the context of a secondary classroom. Self-study of my coaching practice helped me to determine if I was an effective on-site coach.

CHAPTER 3

METHODOLOGY

Research Approach

The purpose of this study was to acquire an understanding of literacy coaching at the secondary level. Although many schools use literacy coaches at the elementary level, there are fewer secondary coaches. This study examined my own educational practice as a literacy coach engaged in coaching a group of secondary teachers to help them learn and teach reading strategies in their content area classes. My research focused on the following questions:

1. What does my coaching look like within the context of secondary teaching?
2. What evidence is there from the teachers that my coaching is successful?
3. Do I create a climate of growth for the teachers?
   3a. If so, how do I create or strengthen that climate of growth?
   3b. If not, what obstructs that climate of growth?
4. Do I promote rigor through my coaching?
   4a. If so, what do I do to:
      4a1. Identify or acknowledge the teacher's use of rigor
      4a2. Stimulate the teacher's use of rigor
   4b. If not, where do I have the opportunity but fail to use it?

In order to answer these questions, I conducted a qualitative self-study of my practice. Qualitative analysis, broadly defined, means "a process of examining and interpreting data in order to elicit meaning, gain understanding, and develop empirical knowledge" (Corbin & Strauss, 2008, p. 1).

There are several assumptions about qualitative research noted by Corbin and Strauss (2008):

1. The world is created and recreated through interactions.
2. Interactions generate new meanings and revise and preserve old ones.
3. Actions, which themselves carry meaning, are entrenched in interactions. The actions may spawn new meanings.
4. Contingencies that may modify the duration, pace, or intent of research, may arise during a course of action.
5. Actions are temporal as they are of varying durations. Interpretations of these actions differ and change according to various perspectives.
6. Interactions are born of shared perspectives that must be negotiated when those perspectives are not shared.
7. Our inner selves shape all of our actions
8. Our actions may intertwine with or be replaced by the interactions of others and ourselves.
9. Reflections upon actions, both our own and others', may affect future actions.
10. Actions may be, or seem to be, irrational at times.
11. Actions carry emotions that cannot be separated from the action.
12. Actions and interactions cannot be explained by analyzing the means-ends.
13. Different perspectives allow and create an embeddedness of action and interaction.

14. The addition of participants in an interaction necessitates an alignment of their different actions.

15. People bring their own social worlds and subworlds to interactions. These worlds and subworlds are "complex, overlapping, contrasting, conflicting, and not always apparent to other interactants" (p. 7).

16. There are both routine and problematic interactions between people. These problematic interactions may result in discussion, debate, disagreement, and/or resolution.

The preceding assumptions indicate that the complex world in which we live requires a complex explanation of contexts. Qualitative research allows us to capture societal, political, cultural and gender-related perspectives (Corbin & Strauss, 2008; Eisner, 1998). The world becomes visible by situating the researcher within the world. "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2003, p. 5). It is in these natural settings that the researcher collects descriptive data in the form of words, photographs, and emotions versus collecting and reducing data to a numeric form.

"To understand what goes on in schools and classrooms requires sensitivity to how something is said and done, not only what is said and done. Indeed, the what may very well depend upon the how" (Eisner, 1998, p. 19). I engaged in a self-study of my literacy coaching to determine the how of my practice. "Self-study points to a simple truth, that to study a practice is simultaneously to study self: a study of self-in-relation to other" (Bullough & Pinnegar, 2001, p. 14).

Self-study

Researchers use qualitative research methods to understand the uniqueness of a particular study. The uniqueness of individuals and contexts is important to understanding the study as well (Eisner, 1998). A self-study of my practice is different from traditional research in which one person observes and gathers information about another person or persons. Cole and Knowles (1993) described the relationship and responsibilities in traditional research as the researcher having sole responsibility for nearly all of the facets of the research reporting. These would include planning and preparation of the research and then gathering the data. When the data are gathered, the researcher interprets, represents, and reports the results. The participants of the research give consent for the planning and preparation of the research and then are given limited involvement in gathering the data. There is typically no involvement by the participants in the interpretation, representation, or reporting of the results.

While research is "the deliberate pursuit of knowledge or understanding" (Pritchard, 2002, p. 4), self-study research is self-initiated and focused on knowledge and the self. In this context "the self is both the researcher and the researched and that personal change is a necessary outcome" (LaBoskey, 2004, p. 1170). Research focused in self-study is aimed at knowledge that leads to improvement (LaBoskey).

Yet self-study is complex. It is based on the interactions between similar practices, theories and ethics. Hammack (1997) stated that in self-study, researchers might be put in a role they had not anticipated and that may conflict with their roles as teachers. There is the potential for ethical problems resulting from this dual role as teacher and researcher when the lines between the two roles are blurred. For example, time constraints might impact the ability to satisfy the role as teacher while the researcher pursues data being provided by a participant. Thus, teacher-researchers must consider the rights of the students and other participants. Teacher-researchers must never use the professional relationship to coerce participants, and they must remember that the education and development of students must never be compromised. Self-study is driven by a desire to examine validity of practice while considering the moral and ethical nature of practice. The aim of self-study is on the social construction of knowledge of teaching and learning (LaBoskey, 2004).

In this study, I was the researcher and the researched, the teacher and the learner. The actions in this self-study differed from regular teaching practice due to the role of the researcher. My role as researcher was combined with my role as a teacher educator. A teacher educator has been defined as a person who works "either with practicing teachers seeking to change their practices or with preservice teachers enrolled in a teacher preparation program" (Trumbull, 2004, p. 1212).

However, I am not purely reporting the history of my interactions with the secondary participants. Merely reporting a biography will not establish quality in research. According to Bullough and Pinnegar (2001), several guidelines lead to the establishment of quality. The first guideline is that self-study should illuminate "one's self and one's connections to others" (p. 16). A second guideline is that self-study should also promote interpretation and reinterpretation of the moment to the larger shared experiences. This allows the reader to "experience the narrative as if they lived it with the insight of the interpretation" (p. 16). It is critical in self-study research for the researcher to engage history candidly by taking an honest stance. Further, self-study in teacher education must address the problems and issues that face educators. It is not sufficient to merely have an authentic voice in the writing. In self-study the researcher must demonstrate a resolution to a cultural dilemma and should reveal truths of human behavior.

Further, the researcher in a self-study has an obligation to improve the learning for the researcher as self, but also for others that are engaged in teaching and educating. Through self-study the researcher is involved in social and professional dynamics that impact character development. It is important that self-study portrays this development of the character with dramatic action where the emotional impact of the events should be the focus. This character development is centered in the context or setting, making the connections among the characters and the setting apparent. Finally, the researcher must offer the good, the bad, and the ugly of the data by revealing honest answers to the self-questioning process of the self-study.

Why, then, would anyone want to engage in self-study, only to expose to the reader not only one's strengths, but also one's shortcomings? Self-study can lead a researcher to "examine …motives, feelings, ego, fears, and interests" (Allender, 2004, p. 17). One reason to engage in self-study is to connect teaching with the real world.

Bullough and Pinnegar (2001) stated that the researcher must look at the space between the self and the practice.

> There is always a tension between those two elements, self and the arena of practice, between self in relation to practice and the others who share the practice setting. Each self-study researcher must negotiate that balance, but it must be a balance – tipping too far toward the self side produces solipsism or a confessional, and tipping too far the other way turns self-study into traditional research (p. 15).

Self-study also grants a bond between one's self and one's practice. "Self-study provides that connection between the teacher and teaching, within the context of real practice, among the real participants, for purposes grounded in values and beliefs" (Tidwell & Fitzgerald, 2004, pp. 83 - 84). "Practitioner researchers understand research as an integral part of what they do in the ordinary course of events as a way of improving their regular practice" (Pritchard, 2002, p. 4). Bullough and Pinnegar (2001) also indicated that self-study involves simultaneously the study of one's practice and one's self: "a study of self-in-relationship to other" (p. 14).

Pritchard (2002) indicated that practitioner research might help teachers to change their own teaching practice in ways designed to increase student's learning experiences. Practitioner research "may be directed solely at enriching the practitioner's understanding of their own professional activity, or they may seek to discover something that promises to improve educational practice for anyone teaching in similar circumstances" (Pritchard, 2002, p. 4).

Eisner (1998) indicated that his goal in research was to improve education. He further added that, "For me, the ultimate test of a set of educational ideas is the degree to which it illuminates and positively influences the educational experiences of those who live and work in our schools"(Eisner, 1998, p. 2). I echo that feeling. I want to influence, impact, and improve education. One way to influence, impact and improve is to study current reality. I started by looking at my own practice.

Setting

This study was conducted in a high school in the upper Midwest of approximately 1600 students. It houses students in ninth through twelfth grades. Across the district of slightly more than 5,000 students, approximately 66% were white, 27% were Hispanic, 4% were African American, 2% were Asian, and 1% were American Indian. More than 43% of the high school students received free or reduced price lunches. Nearly 24% of the students were identified as English Language Learners (ELL).

Secondary Participants

I worked with three teachers from our local high school. I purposefully selected these teachers for different reasons. All teacher's names are pseudonyms. I selected Kim, a social studies teacher, because we had worked together on a project before and have a congenial and mutually respectful relationship. She was a social studies teacher. I believed I could depend on her to be a critical friend (Bambino, 2002; Handal, 1999) who would give honest feedback and discussion. Another teacher with whom I worked is an industrial technology instructor. I selected Otto also because we had worked together previously, students that cannot read the textbook frustrated him, and we had a congenial relationship. In addition, I knew very little about industrial technology. I wanted to be able to model strategies that a person without strong background knowledge would use to make sense of the content. I wanted to ensure that I was coaching the teacher rather than teaching the content. The third teacher was a science teacher. I selected Patrick because he had expressed frustration with the span of reading levels shown by the students in his classes. The reading levels ranged from first grade through post high school, as shown on the Measures of Academic Progress (MAP) test. Patrick wanted to learn some strategies to help his students become more successful.

I first met individually with the teachers to explain my study and invite them to participate. See Appendix B for the Invitation to Participate. After agreeing to the study, each teacher signed an Informed Consent form, as shown in Appendix C. I met with the teachers individually five times over a ten-week period beginning in February 2009. The sessions ranged from 17 to 50 minutes, with an average time of 31 minutes per session. During the sessions, I answered clarifying questions asked by the participating teachers, and listened to and addressed frustrations or successes the participants experienced. This was accomplished in a non-evaluative role (Cole & Knowles, 1993) as we assessed student needs and collaborated about ways to increase student achievement. In addition, I demonstrated reading strategies in each of the teacher's classrooms. Finally, I met with the teachers collectively in one 35-minute session. All of the sessions were recorded.

Data Collection

Self-study must maintain rigor (Bullough & Pinnegar, 2001; Merriam, 1998). "Rigor in qualitative research derives from the researcher's presence, the nature of the interaction between researcher and participants, the triangulation of data, and the interpretations of perceptions, and rich, thick description" (Merriam, p. 50). The data from each session were collected in several ways. “In qualitative studies, researchers gradually make sense of what they are studying by combining insight and intuition with an intimate familiarity with the data” (Taylor & Bogdan, 1998, p. 142). These data were triangulated to maintain thoroughness and completeness.

Videotapes

Data were collected through video tapes of the coaching sessions, with the secondary participants’ permission. The focus of the study was on my practice, and the videotaping was intended to record my practice. Although watching oneself on a video is not always comfortable, it is recommended that teachers and coaches record themselves. “Coaches should get into the habit of setting up a camera on a tripod and letting it roll during teaching demonstrations. This provides lots of snippets of lessons to discuss and accustoms teachers to having the camera in the classroom” (Blachowicz et al., 2005, p. 58). Puig and Froelich (2007) indicated that videotaping was beneficial to literacy coaches. “It demonstrates that learning means we have to take risks, and that there is no better role model than the literacy coach to demonstrate risk-taking behavior” (p. 79). Kinnucan-Welsch et al. (2006) found that teachers, students, and coaches benefited from analyzing the videotapes of a teacher and coach. “Both teacher and student learning became apparent in the lesson transcript and the transcript of the conversations between the coach and the teacher” (Kinnucan-Welsch et al., 2006, p. 431). In this case, the focus of the videotaping was my practice.

Out of the fifteen sessions with the teachers, five sessions with each teacher, only 13 of the individual sessions were videotaped. Although I met with each teacher individually five times, the audiotape did not work properly on those two occasions, and I was unable to hear those sessions. Therefore, all five sessions from only one teacher were analyzed. I analyzed four sessions from the other two teachers. In addition, I met with the teachers collectively in a focus group. This was also videotaped and analyzed.

Reflective Journals

Self-study is used to provide a venue for organizing the researcher's reflective practices around a particular focus (Tidwell & Fitzgerald, 2004). Therefore, to think critically about my coaching practice, the secondary participants and I each kept a reflective journal. We were each to describe the interactions we had with each other and our feelings and emotions after each coaching session. In addition, the journal entries were intended to capture the context of what we perceive to be happening and to be understood. We were to write about the conferences and observations as quickly as possible after they occurred in order to maximize the accuracy of our thoughts and feelings (Rodriguez & Ryave, 2002). The journal entries allowed us to "reflect on key learning moments and monitor progress" (Brandenburg, 2004, p. 46). By writing our thoughts and feelings immediately after our conferences, we clarified our thinking and attitudes toward the coaching experience. "The act of writing facilitates deeper analysis of the experience through assessment and articulating it" (Pavlovich, 2007, p. 284).

Interviews and Focus Group

The secondary participants were interviewed before and after the study using a semi-structured interview protocol. "The interviewer introduces the topic, then guides the discussion by asking specific questions" (Rubin & Rubin, 1995, p. 5). These interview questions are shown in Appendix D (Participant Pre-study Interview Questions) and Appendix E (Participant Post-study Interview Questions.) They are open-ended questions designed to allow the teachers an opportunity to respond and expand on their answers. The pre-study interview showed the teacher's attitudes toward and knowledge of different reading strategies. These helped determine which strategies that I, as the coach, would introduce initially. The teachers and I discussed the protocols. These interviews also revealed the teaching experiences and backgrounds of the teachers. Although the pre-study interviews were conducted individually, the post-study interview was done in a focus group with all teachers participating.

I presented strategies to the teachers in their classrooms in order to assist students in comprehending the text. After these demonstrations, the teachers and I met to analyze what was successful and what was not, any indications that students understand and could use the strategy, and modifications that could take place the next time the strategy is used by the teacher.

Focus Group

Although my practice was the focus of the study, the teachers had a voice in helping me to study my own practice. The final interview of the three teachers collectively was used to determine the teachers' perspective of my coaching practice. Rubin and Rubin (1995) indicated that the term "conversational partners" (p. 11) sometimes describes the people responding to interview questions. They stated that, "the term suggests a congenial and cooperative experience, as both the interviewer and interviewee work together to achieve the shared goal of understanding" p. 11). The conversations with these partners were intended to help provide the "thick descriptions" (p.56) required for rigor and the triangulation required to avoid researcher bias.

Critical Friend

A critical friend is a trusted person who asks questions, offers critique of work, and provides feedback (Bambino, 2002; Costa & Kallick, 1993; Handal, 1999; Henwood, 1999). "This feedback provides more than cursory praise; it provides a lens that helps to elevate the work" (Costa & Kallick, 1993, p. 50). I asked a friend who lives 80 miles away from me to be a critical friend for the transcriptions of the audio portion of the videotapes. This friend is a court stenographer for a county legal system. I felt her expertise in transcribing audio would be helpful to ensure accuracy. A colleague from another district also served as a critical friend. This critical friend also looked at the transcriptions and helped me develop codes and categories. She read the descriptions of the actions on the videotapes and provided feedback about my interpretations of my results.

Evolution of the Questions

As the study data emerged, I realized that one of the questions needed to be shaped and reshaped. In self-study research, the process often involves an evolution of the research question(s). "In self-study, however, rigor, in the sense of maintaining a critical stance towards one's practices, can demand that self-study researchers negotiate, adapt and change research methods, processes, and even the research questions as the study unfolds" (Tidwell, Heston, & Fitzgerald, 2009, p. xiv). As subtle aspects of my practice emerged through the data, the questions were redefined. The final question at the beginning of the study was: Do I maintain collegiality while promoting rigor? As I looked at the data, I found that the question as stated assumed there was rigor. I needed to look at the data through a different lens. Thus, the question became: Do I promote rigor through my coaching? If so, what do I do to: Identify or acknowledge the teacher's use of rigor or stimulate the teacher's use of rigor? If not, where do I have the opportunity but fail to use it?

Analysis of the Data

The videotapes of the coaching sessions and focus group provided many data through the transcriptions of the audio and the descriptions of the video. More data were provided through the reflective journals. This section will articulate how the data were analyzed. The analyzed data will be discussed according to where they were collected, such as coaching sessions, reflective journals, and focus group.

Constant Comparison Method

I began analyzing the data by transcribing the video recordings of the collaborative sessions with the teachers and the focus group session which were held in the spring of 2009. Because the attention of this study was on my practice, the focus of the transcriptions was on the sentences which I spoke. The talk by the teachers was also transcribed to give context to my talk. The transcribed sentences which I said were then segmented into utterances, which are single phrases or sentences with specific meanings or intents. For example, one sentence was, "Those sound like really good strategies, having them predict and then giving them a purpose for reading." This statement was divided into two utterances: Those sound like really good strategies; and having them predict and then giving them a purpose for reading. Each utterance was assigned one or more codes, each of which stood for a category based upon the intent of the language used. The first utterance above received two codes for two categories: setting the tone and validating. The second utterance above was categorized as both reiterating and setting the tone.

The data from my taped and transcribed utterances were analyzed using a constant comparative method described by Glaser and Strauss (2008). After the data were collected, they were marked with a series of codes/key words. The key words became the initial categories (directing, agreeing). These categories were evaluated for commonalities, and when found, were subsumed under a larger category theme. In some instances, an initial category was seen as duplicating the intent of a similarly established category. In this instance the category in question was eliminated and the utterances were coded as the similarly established category. While categorizing each incident of speech or action as presented on the videotapes, I compared it “with previous incidents in the same and different groups coded in the same category” (p. 106). This constant comparison of the incidents began to generate the properties of the categories. The next step was to compare not incident to incident, but rather incident to the properties of the categories. A theory began to develop through this constant comparison. I then delimited the theory by taking out non-relevant properties and then by integrating the “elaborating details of properties into the major outline of interrelated categories” (p. 110). For example, one category that I originally assigned was *giving literary term*. This proved to be too specific and could better be coded as *informing*. Some statements were categorized as *using sarcasm* which was a form of *using humor.* So the category was eliminated and changed to using humor. The original list of categories for coding was reduced as the coding became more select and focused. The remaining categories were the major themes that defined my coaching practice. Table 1 provides an overview of the categories and an example or two of each.

As I continued to analyze the categories and compare them to previous categories, I noticed that all of the coded utterances were either statements or questions, which represented the structure of my expression. I then returned to my utterances and added the code of structure as either statement or question to each utterance. An example of an utterance coded as a question is, “What can I help you with this week?”

As I looked further at the categories and compared them to other categories. I noted that some utterances could be labeled as two or more subcategories. Some categories were found as both statements and questions. For example *suggesting an action* is stated by “I thought we need to probably look at these ninth graders” and “What if I would create one for Chapter 7?” is *suggesting an action* posed as a question. Table 2 shows the final structures, categories, and subcategories.

Table 1

Definitions of Categories

Category	Definition	Example
acknowledging	Verbalizing a language marker	Okay. All right.
agreeing	confirming; indicating same view	That's exactly what that think-aloud is...
answering	responding to question	They weren't bad.
asking for clarification	requesting more details or re-explanation	So could I add ELL as a factor that poses a challenge?
clarifying	giving more detail or re-explaining statement or question	How much verbal English? (following asking "How much English do they understand?")
connecting with content	indicating that I am relating my knowledge to a concept or term in the participant's curriculum area	Now you're in my area.
connecting with teacher	relating to participants' professional context or dilemma	I spend such and such because I buy books and supplies, and I will say, "Now, this we'll take on our income tax." If I say it is for the school, (my husband) asks, "Why isn't the school buying it?"
contradicting	disagreeing with participant's statement	No, you shouldn't.
contrasting	providing different view	Although it could be an advantage.
directing	initiating focus	So now let's talk about how I could best assist you.
drawing on prior knowledge	using what I already know	and I know you do the QAR, don't you?
establishing credibility	providing validation of my expertise	that is in the reading that I have been doing

(table continues)

explaining	adding rationale or details	They might connect that up more so than French and English.
expressing emotion	sharing my state of being	For one thing, I thought it was real interesting when I asked them to give me feedback on it.
expressing opinion	sharing my evaluative view	but I think there are going to be some things that surprise you on the written scores.
giving neutral response	providing non-committal comment; not asking or telling	Wouldn't you know?
hypothesizing	projecting; suggesting explanation	although maybe they would have gotten more into it.
informing	providing facts or evidence	But I thought they were really engaged with it,
inviting response	requesting information	Tell me about how you approach the cooperative classes.
		Did you get a printout of a class that says in this RIT score, you have these students?
probing	eliciting more complex thinking	How much does that interfere with a student's understanding, lack of equipment for them?
promising action	stating something that we or I will do	I will give that back to you before first hour.
promising resource	stating something that I will provide	I will get some information to you,
qualifying a statement	suggesting possible variability	I am not sure how it would work with a story, a fictional story.
redirecting	guiding participant to the focus	We were talking about computers, poster board, and materials.
reiterating	repeating something already said	You said lowered reading, lack of caring, and that they really don't know how to think or even want to think?

(table continues)

reviewing	reminding of what we had already said or done	You said lowered reading, lack of caring, and that they really don't know how to think or even want to think?
setting tone	establishing intention: environment (collaboration; collegiality; complimenting; showing options; giving purpose for coaching)	That's why I am thinking maybe the think alouds would help.
		How did that go for you?
showing vulnerability	indicating humanity	and it will be a learning experience for me, too,
		I don't know how to pull a report like this instead of looking at each individual score,
suggesting action	stating something we or I could do	So we may need to even do some strategies of decoding
suggesting strategy	stating a potential instructional action	Maybe it is summarizing it with a partner.
using humor	implying sarcasm or comedy	Yeah, thanks but I am gone.
	implying sarcasm or comedy	So, you'll yawn and I'll pick at my eyelash and on our videotape I'll
validating	affirming the participant	I see your point.
		That's a good strategy for helping them understand.

Table 2

Structures, Categories, and Subcategories

Structures	Category	Subcategory
Stating		
	Contradicting	
	Informing	Clarifying
		Establishing credibility
		Explaining
		Expressing an emotion
		Expressing an opinion
		Hypothesizing
		Promising a resource
		Promising an action
		Qualifying a statement
		Reiterating
		Reviewing
		Showing vulnerability
		Suggesting strategy
		Validating
	Giving neutral Response	
	Agreeing	
	Connecting with teacher	
	Directing	
Questioning		
	Asking for clarification	
	Probing	
Both Stating and Questioning		
	Acknowledging	
	Answering	
	Connecting with content	
	Contrasting	
	Drawing on prior knowledge	
	Inviting a response	
	Redirecting	
	Setting tone	
	Suggesting an action	
	Using humor	

Several steps followed the coding of the utterances. I used a method of content analysis to determine the numbers and percentages of each structure, category, and subcategory for my talk in each coaching session with each teacher. Content analysis is a method for summarizing content by counting various aspects of the content (Krippendorff, 2004). In this case, the utterances in each category were counted.

For example, the following shows numbers and percentages of my utterances which were categorized as acknowledging from Coaching Session 1 and from the total of all Coaching Sessions with Kim.

With Kim in Session 1	n=	question (39) 19%	% question	% utter	stating (167) 81%	% state	% utter
acknowledging	8				8	4.8%	3.9%

With Kim in All Sessions	n = 1242	question (151) 12%	% question	% utter	stating (1091) 88%	% state	% utter
acknowledging	55	1	0.7%	0.08 %	54	5.0%	4.4%

I compared the categories of my utterances from coaching sessions for each teacher individually and coaching sessions with all the teachers to each other. I compared the categorizing of my utterances for Kim's session to a compilation of all three teacher's categories as in the following example.

With All Teachers in All Sessions	2674	question (315) 12%	% question	% of total utter	stating (2359) 88%	% of state	% of total utter
acknowledging	143	5	1.6%	0.2%	138	5.9%	5.2%

I compared the ten categories of my talk used most often with each teacher as well as the ten used least often with each teacher. Those will be discussed in Chapter 4.

Video Portion

The video tapes of the coaching sessions were analyzed using an Ethnographic Content Analysis (ECA). "Ethnographic content analysis is also oriented to documenting and understanding the communication of meaning, as well as verifying theoretical relationships" (Altheide, 1996, p. 16). "ECA is not oriented to theory development but is more comfortable with clear descriptions and definitions compatible with the materials" (Altheide, p. 17). In ECA, the meaning of a message is assumed to be reflected in aural and visual modes of a presentation. It is similar to grounded theory in that "Central to both, however is the importance of constant comparison, contrasts, and theoretical sampling" (Altheide, p. 17).

The actions on the video portions of the tapes were described in order to find patterns of words and phrases, body language, proximity, tone of voice, or any other forms of expression (Altheide, 1996; Glaser & Strauss, 2008; Taylor & Bogdan, 1998). These descriptions of the videotapes were combined with an analysis of the transcripts of the audio portion of the videotapes and the journals. This analysis consisted of comparisons for similarities and differences and were coded and categorized.

My critical friend and I viewed the tapes and read the descriptions of the tapes. Together we discussed the descriptions to ensure that they were an accurate depiction of the scenes on the tapes. Glaser and Strauss (1996) posited that having a critical friend or teammate with whom to work is valuable to help points emerge, uncover missed points, and crosscheck points already noticed. The tapes were then destroyed after the study was completed.

Reflective Journals

The participating teachers and I each kept a reflective journal in which we recorded thoughts, feelings, questions or concerns that we had during and after the coaching sessions. My journal entries were analyzed using the constant comparison method to find themes and trends. For example, in one entry I wrote "As we talked, I got the impression that his idea of comprehension and reading strategies is to test the students as a summative evaluation." This was categorized as rigor because I was thinking about how to increase his knowledge of using strategies to help students read and comprehend text. The participating teachers' journals were not analyzed because of the briefness of the entries and inaccuracies within the journals. Thus, data were gathered from only my journal entries.

Focus Group

The focus group session was videotaped. The audio portion was transcribed and the transcriptions were analyzed using constant comparison to find themes and trends. During the focus group, I was a facilitator. The teachers discussed the open-ended questions that I presented. The statements made by the teachers were analyzed and categorized by topic. For example one teacher talked about needing additional strategies or resources and said, "When you come up with different things, I am always up with throwing different things in." This was categorized as *resource*. I counted the number of times each topic such as resource was mentioned.

Research Questions

This study had four research questions. The first question was, "What does my coaching look like within the context of secondary teaching?" To answer it, I looked to the International Reading Association's standards for Middle and High School Literacy Coaches (IRA, 2006). An example is that Standard 1.2.3 states that: Literacy coaches understand and respect issues of confidentiality. This aligns with my utterance "Nothing that we do is reported to (the principal)."

The second question was "What evidence is there from the teachers that my coaching is successful?" To answer that question, I examined the responses from the focus group and the transcriptions of our coaching sessions. For example, if one teacher said, "I don't know if it would really work with a story, but we still have to summarize what we read." That was counted as being successful because the teacher indicated a use of a summarizing strategy that we had discussed.

The third question asked, "Do I create a climate of growth for the teachers?" I wanted to know where I strengthened the climate or obstructed the creation of that climate. The transcripts of the coaching session provided the answers. One utterance that showed creating a positive climate was "Maybe one thing that we might want to think about is" because it showed a gentle tone and I used the word we. It indicated that we were partners working together and we could solve problems together.

Question four asked, "Do I promote rigor through my coaching?" Again, I looked at the transcriptions of the coaching sessions to answer that. I looked for utterances that indicated that I acknowledged, stimulated, or failed to promote rigor. The utterance "The first couple of times we do this with the GIST it is going to take longer because you're actually teaching them the strategy" is an example that aligns with that question because I was helping the teacher to understand the process of learning a new strategy. The results of the above-mentioned analysis will be discussed further in chapter 4.

Summary

This chapter identified the methodology used to determine the themes behind my coaching in a secondary school. By looking at those themes, I am able to answer the questions: What does my coaching look like within the context of secondary teaching? What evidence is there from the teachers that my coaching is successful? Do I create a climate of growth for the teachers? If so, how do I create or strengthen that climate of growth? If not, what obstructs that climate of growth? Do I promote rigor through my coaching? If so, what do I do to: Identify or acknowledge the teacher's use of rigor; or Stimulate the teacher's use of rigor. If not, where do I have the opportunity but fail to use it?

CHAPTER 4

RESULTS AND ANALYSIS

Overview

The purpose of this research was to study my practice of literacy coaching at a secondary school level. Four questions guided the research:

1. What does my coaching look like within the context of secondary teaching?
2. What evidence is there from the teachers that my coaching is successful?
3. Do I create a climate of growth for the teachers?
    3a. If so, how do I create or strengthen that climate of growth?
    3b. If not, what obstructs that climate of growth?
4. Do I promote rigor through my coaching?
    4a. If so, what do I do to:
        4a1. Identify or acknowledge the teacher's use of rigor
        4a2. Stimulate the teacher's use of rigor
    4b. If not, where do I have the opportunity but fail to use it?

The purpose of this chapter is to report and discuss the findings as they relate to each research question. The data used for the analysis were: the codes from my utterances during the coaching sessions; themes from the descriptions of the video portions of the coaching sessions; sentences spoken by the teachers during the coaching sessions and the focus group; and the reflective journals written immediately following the coaching sessions. The results and discussion are organized by research question.

Results and Discussion

Research Question 1: What Does my Coaching Look Like Within the Context of Secondary Teaching?

To answer that question, I examined the transcripts of the coaching sessions to determine how my coaching was portrayed through my utterances. I initially categorized my utterances and aligned those categorized utterances with the leadership standards for middle and high school literacy coaches (IRA, 2006). These standards are shown in Appendix A. In addition, I categorized my comments in the reflective journal, since they give an indication of my inward feelings about how my coaching was presented.

I scrutinized my utterances made during the coaching sessions in order to identify themes of my coaching as explained in Chapter 3. After determining the percentages of all categories for each session with each teacher, these data were analyzed in a variety of ways. I first examined the categorized utterances for each session of each teacher. Shown in Table 3 are the percentages of the coding of each category and subcategory from Session 1 with Kim, the social studies teacher. The data for Sessions 2 through 5 with Kim are shown in Appendix F. A similar group of tables is shown in Appendix G for Sessions 1 through 4 with Otto and in Appendix H for Sessions 1 through 4 with Patrick. These data are used to answer the research questions.

Table 3 gives a picture of what my coaching looked like during Session 1 with Kim. The percentages indicate the proportion of my talk that was devoted to each of the different types of coaching in which I engaged during that session. I first looked at how my talk was divided between *questioning* (19%) and *stating* (81%) during that session.

Table 3

Numbers and Percentages for Types of Utterances I Made in Session 1 with Kim

		Questioning			Stating		
Session #1 with Kim	n=	question (39) 19%	% question	% utter	stating (167) 81%	% state	% utter
informing	57				57	34.1%	27.7%
setting tone	55	6	15.4%	2.9%	49	29.3%	23.8%
suggesting action	25	3	7.7%	1.5%	22	13.2%	10.7%
probing	23	23	59.0%	11.2%			
explaining	9				9	5.4%	4.4%
acknowledging	8				8	4.8%	3.9%
using humor	7	3	7.7%	1.5%	4	2.4%	1.9%
reiterating	4				4	2.4%	1.9%
inviting response	3	2	5.1%	1.0%	1	0.6%	0.5%
redirecting	3				3	1.8%	1.5%
showing vulnerability	3				3	1.8%	1.5%
clarifying	2	1	2.6%	0.5%	1	0.6%	0.5%
directing	2				2	1.2%	1.0%
agreeing	1				1	0.6%	0.5%
asking for clarification	1	1	2.6%	0.5%			
connecting with teacher	1				1	0.6%	0.5%
drawing on prior knowledge	1				1	0.6%	0.5%
validating	1				1	0.6%	0.5%
Total	206	39	100.0%	19.0%	167	100.0%	81.1%

Then I looked more closely at the types of utterances (e.g., acknowledging, agreeing) I made. The data show that I made 18 different types of utterances in the session. As an example from Table 3, eight utterances were categorized as *acknowledging*, which accounted for 4.8% of the statements and 3.9% of the total utterances. An example of acknowledging is, "I see your point."

The most frequent type of utterance was *informing* (providing facts or evidence) with 34.1% of the statements and 27.7% of the total utterances being categorized as informing. I defined informing as "giving facts or evidence." Because the concept of working with a literacy coach was new to Kim, I needed to explain several things to her. For example, I wanted her to understand what each of our roles would be, some options for how we might work together, and what to expect during our coaching sessions. During our coaching sessions, I often informed her of different reading strategies that she might try, observations that I had made while visiting her classroom, or explanations of that data at which we looked. Because I was coming in to her room as an expert in literacy, it was important that I extended my knowledge to her. Much of my conversation with the three teachers was categorized as giving information or evidence. The percentages of utterances categorized as informing increased in frequency from the first session with Kim to the final session with her. The focus of the coaching appeared to continue to be that of giving facts or evidence.

Setting the tone was the second most frequent type of utterance, with 23.8% of the utterances categorized as setting the tone as statements and 2.9% of the utterances categorized as setting the tone as questions. A statement categorized as setting the tone is

"So now let's talk about how I can best assist you." Five categories, agreeing, asking for clarification, connecting with teacher, drawing on prior knowledge, and validating, contained only one utterance in session one with Kim.

My definition of setting the tone was "establishing intention or creating the environment." An example of a question that was categorized as setting the tone is "Would it be helpful to have another vocabulary strategy?" My definition of setting the tone included establishing a purpose for our coaching sessions.

Before the study began, I hypothesized that my coaching might look different over the course of the sessions. I predicted that the focus of the first coaching session with each teacher would primarily involve setting the tone and informing but that setting the tone would decrease as the sessions progressed. I thought that once created, an environment that was conducive to growth would be maintained. However, when I looked at the percentages across sessions, I found that the most categorized utterance for each coaching session with Kim was informing, as shown in Table 4. Setting the tone was the second-most categorized utterance for four of the five sessions with Kim. It did, in fact, decrease in frequency from the first to the second session (from 26.7% to 14.1%) but then fluctuated in frequency through the remaining sessions.

Similar results occurred with Otto, as shown in Table 5. The top two categories for each of Otto's sessions were also informing and setting the tone. Setting the tone did decrease in frequency from the first session (28.4 %) to the second (18.7 %) and

Table 4

Percentages of the Top Two Codes of Category and Subcategory for Each of Kim's Sessions

	Session		% question	% utter	% state	% utter
Most Coded	1	informing			34.1%	27. 7%
	2	informing			41.6%	35.9%
	3	informing			38.5%	34.6%
	4	informing			46.6%	42.3%
	5	informing			44.8%	40.9%
Second-Most Coded	1	setting tone	15.4%	2.9%	29.3%	23.8%
	2	setting tone	21.3%	3.0%	13.0%	11.2%
	3	setting tone	26.3%	2.7%	21.9%	19.7%
	4	explaining			18.9%	17.1%
	5	setting tone	41.2%	3.6%	17.7%	16.2%

then increased in frequency during the third session to 18.8% and during the fourth session to 21.0 percent.

The percentages for the two most-used categories for Patrick, informing and setting the tone, are shown in Table 6. The percentage of statements that were categorized as informing ranged from 40% - 50% for each session. The percentage of statements that were categorized as setting the tone ranged from 8% -20% for each session.

Table 5

Percentages of the Top Two Codes of Category and Subcategory for Each of Otto's Sessions

	Session		% quest	% utter	% state	% utter
Most Coded	1	informing			36.5%	31.1%
	2	informing	13.0%	1.2%	39.8%	36.3%
	3	informing			33.7%	26.8%
	4	informing			41.8%	36.4%
Second-Most Coded	1	setting tone	19.4%	2.9%	29.8%	25.4%
	2	setting tone	26.1%	2.3%	18.0%	16.4%
	3	setting tone	30.4%	6.3%	15.7%	12.5%
	4	setting tone	42.9%	5. 6%	17.7%	15.4%

That I viewed setting the tone as important is demonstrated by the frequency with which it was used with all three teachers. The percentage of utterances that were devoted to Kim averaged 20% per session. With Otto, the average was 21.7%. The average for Patrick was 16.6% per session.

Because setting the tone was the second-highest type of utterance for four of the five coaching sessions with Kim, I believe it indicates that I felt the intention and the anticipated environment were being established in the first session, but still needed some reiteration as a coach. As Kim and I talked and planned together, our ideas of what needed to be accomplished were clarified and other areas were opened. For

Table 6

Percentages of the Top Two Codes of Category and Subcategory for Each of Patrick's Sessions

			% quest	% utter	% state	% utter
Most Coded	1	informing			47.5%	39.1%
	2	informing			49.6%	47.8%
	3	informing			43.0%	36.6%
	4	informing			40.9%	38.5%
Second-Most Coded	1	setting tone	14.7%	2.6%	16.5%	13.5%
	2	setting tone	10.0%	0.4%	8.2%	7.9%
	3	setting tone	21.4%	3.2%	14.0%	11.8%
	4	setting tone	28.6%	1.6%	20.0%	18.9%

example, in the first session, I asked Kim what would be most helpful to her. She answered, "Because I didn't really have anything in mind, you just kind of say, hey, and I was like whatever, whatever. I am pretty open in my classroom." She did not have a vision of how a literacy coach might assist her. I felt I would have to help convince her that this was going to be a valuable experience for her. I would have to help set the tone for a collegial relationship and a climate of growth.

During the second session, when asked, "Where do we go from here?" she replied, "I don't know. You tell me. This is all you." There still needed to be a tone and purpose established for the relationship. We began to talk about specific strategies that might be used in her classroom. She appeared to warm to the idea of have a coach working with her when, after I suggested a particular strategy, she replied, "Right. I love that idea." During remaining sessions, I still felt the need to build collegiality, compliment Kim and show a purpose for working together. Thus, the percentages of setting the tone hovered around 20% for sessions 3 and 5.

Otto was passionate about his content area, industrial technology. He was very willing to try new strategies and to learn new skills. Although I did not need to continue to give him a purpose for our coaching sessions, my focus on setting the tone continued to portray that he and I were in the project together. The percentage of utterances coded as setting the tone reflects that relationship. An example from session 2 is that after I had observed him in the classroom, I said, "that really tied in with what they were reading, tied in with the examples you gave" to set the tone for collegiality and trust.

Patrick, the science teacher, had been quite concerned for the past few years about the reading levels and failure rates of his ninth-grade students. He often looked at achievement data such as the Measures of Academic Progress and Iowa Tests of Educational Development scores. He was also concerned about the high number of English Language Learners that were unable to comprehend the material presented either orally or in writing. Thus, he already had a purpose and incentive to work with a reading coach. I posit that the reason Patrick's percentages of setting the tone are lower than both Kim and Otto was because he already was acting upon some of the suggestions that were introduced to Kim and Otto. Patrick did not need that information since he was already interested in and participating in those activities.

I calculated the percentages of each category and subcategory for a combination of all sessions for each teacher. Table 7 displays the results for a compilation of all five of Kim's sessions. Appendix G shows the compilation of all four of the coaching sessions with Otto, and Appendix H shows the compilation of the utterances with all of the coaching sessions with Patrick. By calculating this total, I was able to determine the categories of utterance which I used most often and least often for each teacher and to determine commonalities among my utterances for each teacher.

Table 7

Percentages of the Categories and Subcategories for all of Kim's Sessions

		Question			Stating		
All Sessions with Kim	n = 1242	question (151) 12%	% question	% utter	stating (1091) 88%	% state	% utter
acknowledging	55	1	0.7%	0.1%	54	5.0%	4.4%
agreeing	17				17	1.6%	1.4%
answering	5				5	0.5%	0.4%
asking for clarification	12	12	8.0%	1.0%			
clarifying	6	2	1.3%	0.2%	4	0.4%	0.3%
connecting with content	3	1	0.7%	0.1%	2	0.2%	0.2%
connecting with teacher	5				5	0.5%	0.5%
contradicting	2				2	0.2%	0.2%
contrasting	6	1	0.7%	0.1%	5	0.5%	0.4%
directing	12	1	0.7%	0.1%	11	1.0%	0.9%
drawing on prior knowledge	6				6	0.6%	0.5%

(table continues)

establishing credibility	3				3	0.3%	0.2%
explaining	146				146	13.4%	11.8%
expressing emotion	5				5	0.5%	0.4%
expressing opinion	4				4	0.4%	0.3%
giving neutral response	3	1	0.7%	0.1%	2	0.2%	0.2%
hypothesizing	7				7	0.6%	0.6%
informing	456				456	41.8%	36.7%
inviting response	15	12	8.0%	1.0%	3	0.3%	0.2%
probing	69	69	45.7%	5.6%			
promising action	4				4	0.4%	0.3%
promising resource	12				12	1.1%	1.0%
qualifying a statement	3				3	0.3%	0.2%
redirecting	11	2	1.3%	0.2%	9	0.8%	0.7%
reiterating	11				11	1.0%	0.9%
reviewing	4				4	0.4%	0.3%
setting tone	231	36	23.8%	2.9%	195	17.9%	15.7%
showing vulnerability	13	1	0.7%	0.1%	12	1.1%	1.0%
suggesting action	71	6	4.0%	0.5%	65	6.0%	5.2%
suggesting strategy	5	1	0.7%	0.1%	4	0.4%	0.3%
using humor	18	5	3.3%	0.4%	13	1.2%	1.1%
validating	22				22	2.0%	1.8%
Total	1242	151	100.0%	12.2%	1091	100.0%	88.0%

By using the percentages of each category of utterance, I was able to determine the ten most-used categories for each participating teacher. These are shown in Table 8. Because of an equal percentage for two categories, Patrick has 11 listed. It should be noted that although the categories listed are all within the top ten most-used, there is a wide variation between the percentages of the most used and the tenth most-used. For example, with Kim, the most used category was informing with 36.7%, while the tenth most-used category was showing vulnerability with 1.1%. The range with Otto was 33.8% to 1.7%, and with Patrick, the range was 42.2% to 2.3%

Table 8

Ten Most-used Categories for Each Teacher

	Kim	% utter	Otto	% utter	Patrick	% utter
1	informing	36.7%	informing	33.8%	informing	42.2%
2	setting tone	18.6%	setting tone	21.9%	setting tone	13.7%
3	explaining	11.8%	acknowledging	9.3%	explaining	6.8%
4	suggesting action	5.7%	explaining	9.0%	suggesting action	5.8%
5	probing	5.6%	probing	4.0%	acknowledging	3.8%
6	acknowledging	4.4%	validating	3.6%	redirecting	3.3%
7	validating	1.8%	suggesting action	2.8%	hypothesizing	3.0%
8	using humor	1.5%	reiterating	2.4%	probing	2.9%
9	inviting response	1.2%	redirecting	2.0%	agreeing	2.3%
10	showing vulnerability	1.1%	using humor	1.7%	drawing on prior knowledge	2.3%
					validating	2.3%

Figure 1 illustrates the categories that were common in the three teacher's top ten. Common to all three teachers, in descending order of frequency, are informing, setting the tone, acknowledging, explaining, suggesting an action, validating, and probing. The chart shows that informing and setting the tone are used much more frequently than any

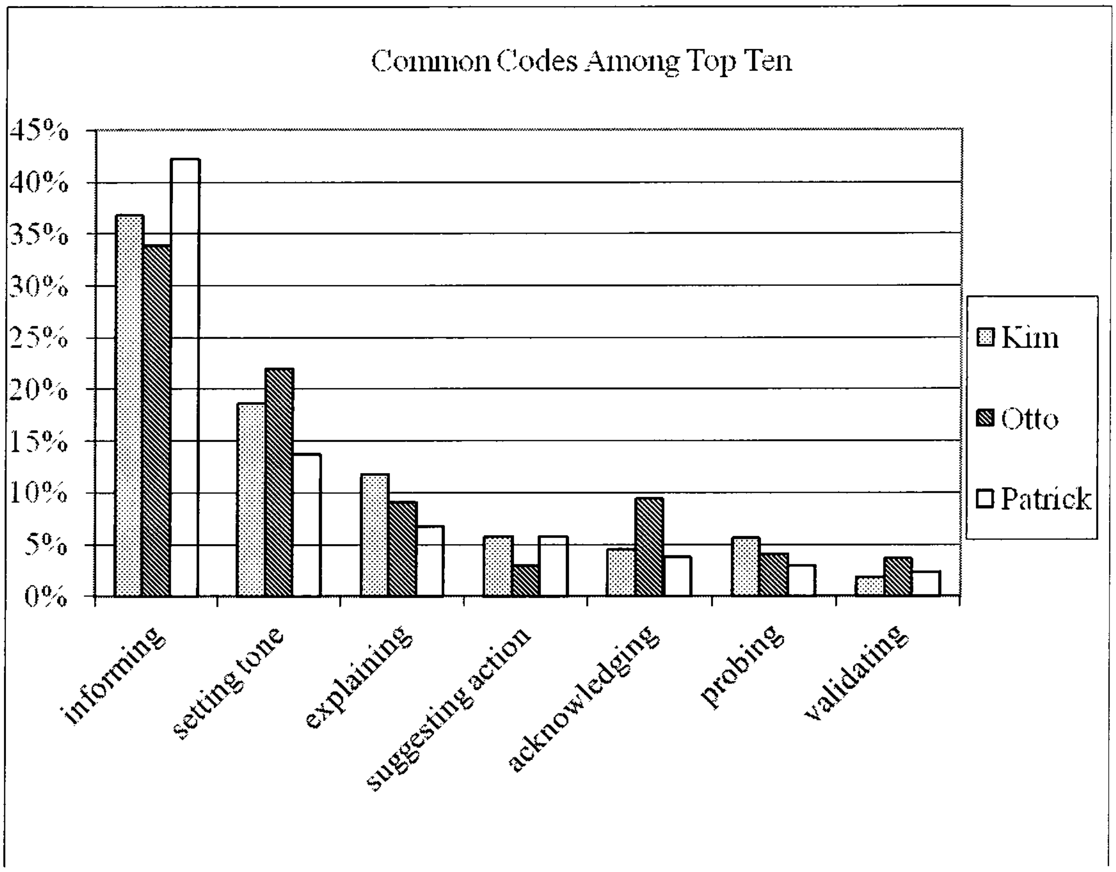

Figure 1. Common Top Ten Categories Among Teachers

other categories. For example, informing was categorized in an average of 37.6% of the utterances while validating was categorized in an average of 2.6% of the utterances. Yet both were in the common top ten categories. Explaining was the third to the top with the three teachers. Explaining was defined as adding rationale or details. I sometimes added an explanation of how I believed information would assist them or added details to influence them. For example, during session 2 with Kim, I told her that it was important that students understand the structure of a social studies textbook. I said, “I know that you understand how to read social studies text because that's your life." This was categorized as informing. I then added as an explanation of why it was important to teach students about the structure or format of a text, "But the students may not know how the text is structured." Acknowledging was used more frequently than with Kim or Patrick. I believe that might be attributed to the fact that I have limited knowledge of industrial technology. By acknowledging that I was listening, I might have been trying to increase my knowledge or even convince Otto that I valued his content area even if I did not fully understand.

Common among the top ten categories with two of the teachers, Kim and Otto, was my *use of humor*. Blamey et al. (2008) indicated that one personal attribute of a successful literacy coach is a sense of humor. With Kim, 1.5% of the coded utterances were using humor. I believe that using humor with Kim was a technique for me to try to connect with her and develop a relaxed and collegial relationship. For example, during the first session, I asked Kim how she envisioned our coaching relationship. I added, "...other than to wave the magic wand and suddenly put everybody on grade level" to indicate that I understood there were challenges in her classroom. I often used humor in my sessions with Otto. With him, 1.7% of the categorized utterances were using humor. He used humor frequently as well. During one session he stated that some of his students were not too interested in correctness of their answers. "Sometimes it is any answer will do as long as the blank is filled in," he said. I answered, "I thought that was just my class they did that in." Again, this is a way to use humor to build that relationship of understanding the challenges we each face. Sometimes my humor took the form of sarcasm, as when I asked Kim, “What? You don't have the table of contents memorized?” I believe lightheartedness at appropriate times can help build the collegiality in a coaching relationship as it “reduces stress and threat” (Tamblyn, 2003, p. 36).

Some comments from the teachers during the focus group were also humorous. I believe they used humor because I used it during the coaching sessions. It had helped set the tone so that they felt comfortable. Patrick joked that he wished I had taken all his classes for three weeks and given him a break. Kim teased that she only wanted me to take over her fourth hour. Otto expressed disappointment that he was not getting paid for participating in the study of coaching. Clearly the teachers felt comfortable to use humor in the setting.

Redirecting was a common category in my utterances with both Otto and Patrick. With Otto, 1.7% of the categorized utterances were redirecting, while with Patrick, 3.3% were redirecting. Both teachers were passionate about their content areas. They enjoyed the content and wanted others to enjoy it also. We sometimes would speak about the industrial technology or science content for an extended period of time, and I would need to redirect us to the topic of literacy strategies or student achievement data. An example of redirecting Otto is when he was deep into an explanation of what supplies he needed for an activity that he was planning with his students. I wanted our discussion to go back to literacy and I asked, "What would be the most help for you, for me to do?” After Patrick explained about the time he helped build a student’s background knowledge by showing a picture of bees, I redirected us by saying, “So we’re not just talking reading issues here. We’re talking background.”

There were times when I had to redirect myself as I would speak about a topic only tangentially related to reading. For example, at one point Otto was talking about automotive manuals that are now on disks rather than paper books. I began to talk about my friend who is a mechanic who had lamented about the increase in the size of the manuals that he used. I realized that I had led us off topic, and we could talk about the thickness of manuals for a long time without making any impact on student achievement or increased literacy. I had made a connection with him, but I also wanted to honor his time and make an impact on his teaching and the students' learning. I redirected us back by asking him what strategy he was going to try next.

One type of talk that I used with all three teachers was *establishing credibility*. An example of a statement that I used to establish credibility with Patrick is, "The word is GIST, and I did that in a social studies classroom last week." I said this to indicate that I had experience with this strategy and would not be experimenting with his students. In sessions with all three teachers I recounted the reading I had been doing about the subject of literacy and teaching students to read their content area textbooks. I did want them to know that they could trust that I had expertise which could help them and their students. During our sessions, I felt as if I were often trying to establish that I did have expertise in literacy. I remember wondering if I sounded as if I were bragging, because I felt I had articulated evidence of my credibility often. However, looking at the actual number of times that I said something to establish credibility, I realize that perhaps I am just cautious about sounding as if I am bragging. I do not believe that bragging or being boastful will build a collegial and trusting relationship. However, that collegial and trusting relationship is vital for successful literacy coaching (Blamey et al., 2008; McAndrew, 2005; Puig & Froelich, 2007; Robb, 2000).

In my analysis, I also examined the categories that were used least often. Shown in Table 9 are the ten least-used categories for each teacher. Because some categories were tied in percentages, there are more than ten categories listed for both Kim and Patrick. Expressing an emotion, contradicting, and establishing credibility were the only categories used least with all three teachers. Common to two teachers were: answering, connecting with content; contrasting, expressing an opinion, giving neutral response, promising an action, promising a resource, reviewing, and suggesting a strategy.

In coaching sessions with Kim, tied for least used (0.2% or 3 utterances each) were connecting with content, contradicting, establishing credibility, giving a neutral response and qualifying a statement. During the sessions I mistakenly believed that I spoke many times convincing Kim of the benefits of working with a literacy coach. However, the utterances did not support that assumption since two approaches to convincing someone of the benefits would be to make a connection to her content and to establish the credibility of that coach.

Addressing Leadership Standards

In addition to looking at frequencies of types of talk, I also looked at the Leadership Standards of the International Reading Association (2006) to determine what my coaching looked like and how my actions aligned with the standards set forth for secondary literacy coaches. There are three leadership standards set forth by the IRA. Standard one is entitled “Skillful Collaborators” and states that, “Content area literacy

Table 9

Ten Least-used Categories for Each Teacher

Kim		Otto		Patrick	
connecting with content	0.2%	promising resource	0.1%	connecting with content	0.1%
contradicting	0.2%	showing vulnerability	0.1%	contradicting	0.1%
establishing credibility	0.2%	contradicting	0.3%	expressing emotion	0.1%
giving neutral response	0.2%	expressing emotion	0.3%	giving neutral response	0.1%
qualifying a statement	0.2%	establishing credibility	0.3%	suggesting strategy	0.1%
expressing opinion	0.3%	contradicting	0.3%	establishing credibility	0.3%
promising action	0.3%	expressing opinion	0.4%	promising resource	0.3%
reviewing	0.3%	asking for clarification	0.4%	reiterating	0.3%
agreeing	0.4%	clarifying	0.4%	answering	0.4%
answering	0.4%	contrasting	0.4%	contrasting	0.4%
connecting with teacher	0.4%			promising action	0.4%
expressing emotion	0.4%				
suggesting strategy	0.4%				

coaches are skilled collaborators who function effectively in middle school and/or high school settings." Standard two is titled "Skillful Job-embedded Coaches" and states that, "Content area literacy coaches are skilled instructional coaches for secondary teachers in the core content areas of English language arts, mathematics, science, and social studies." Standard three is "Skillful Evaluators of Literacy Needs" and states, "Content area literacy coaches are skilled evaluators of literacy needs within various subject areas and are able to collaborate with secondary school leadership teams and teachers to interpret and use assessment data to inform instruction.

Subsumed by those International Reading Association (IRA) standards are Elements, and articulated within the Elements are Performances. I reviewed the transcripts of my coaching from each session to determine if my utterances supported the performances. Table 10 shows examples from my coaching utterances in which the performances are demonstrated. Standard One, Element 1.1 defines how a literacy coach works with the school's literacy team. In this study, I was not part of the school's literacy team, thus no performances from that element were demonstrated during the coaching sessions. Element 1.2 sets some performances for literacy coaches to work with teachers of English Language Learners (ELL) and Special Education to serve as resources. It also sets performances for the literacy coach to keep administration aware of literacy needs of teachers. That also was not my role in this study. However, it is interesting to look at the remaining elements and performances to answer the question *What does my coaching look like within the context of secondary teaching?*

There were 39 performances in Elements 1.2 – 3.2 listed under the IRA Standards. The transcripts of my utterances included evidence that I addressed 25 (62%) of those. Table 11 shows the number of performances listed by the IRA standards and the number and percentage of each element that I addressed. The percentage ranged from 50% - 100%. The element for which I addressed the most performances was Element 2.2, (*literacy coaches observe and provide feedback to teachers on instruction related to literacy development and content area knowledge*) with 100% of the performances addressed.

Table 10

International Reading Association Leadership Standards Demonstrated by My Utterances During Coaching Sessions

STANDARD 1: SKILLFUL COLABORATORS	
Content area literacy coaches are skilled collaborators who function effectively in middle school and/or high school settings.	
ELEMENT 1.1 Working with the school's literacy team, literacy coaches determine the school's strengths (and need for improvement) in the area of literacy in order to improve students' reading, writing, and communication skills and content area achievement.	
Performances	An Utterance Demonstrating the Performance
ELEMENT 1.2 Literacy coaches promote productive relationships with and among school staff.	
Performances	Utterance Demonstrating Performance
1.2.2 Literacy coaches listen to and learn about the needs and concerns of students, staff, and parents and respond in a manner that inspires trust, communicates respect, and is nonjudgmental in nature.	What do you think would help to diminish the challenges for your students?
1.2.3 Literacy coaches understand and respect issues of confidentiality.	Nothing that we do is reported to (the principal).
1.2.4 Literacy coaches know what it means to be a coach and how that differs from being a supervisor.	And not that I would be critiquing you.
1.2.5 Literacy coaches respond promptly to requests for assistance from teachers and school leaders.	I brought this GIST strategy that we talked about last time.

(table continues)

1.2.7 Literacy coaches understand the secondary school culture and student, as well as the stresses and dilemmas secondary content area teachers must confront.	It's been a long day, then a long week. Then you coach, then you come back for conferences.
1.2.8 Literacy coaches demonstrate positive expectations for students' learning and share that vision of students' potential with teachers. This includes understanding the second-language acquisition process ELLs go through and conveying this to the teachers.	So, the summarizing and explaining to a partner might be good for not just the ELL students but even the non-ELL
ELEMENT 1.3 Literacy coaches strengthen their professional teaching knowledge, skills, and strategies.	
Performances	Utterance Demonstrating Performance
1.3.2 Literacy coaches routinely examine best practices and curriculum materials related to adolescent literacy for native and nonnative speakers of English.	Yet what we can do is get some more in-service, more staff development on how to work with ELL or special ed students and sheltered instruction.
1.3.3 Literacy coaches act in a manner that demonstrates their openness to new ideas.	...and it will be a learning experience for me, too.
1.3.5 Literacy coaches attend professional seminars, conventions, and other training in order to receive instruction on a core set of research-based literacy strategies and strategies for working with ELLs (both those literate and not literate in their native language) as well as to learn how to work effectively with adult learners.	I found this book called Reading History and it talks about how you teach the secondary students.

(table continues)

STANDARD 2: SKILLFUL JOB-EMBEDDED COACHES	
Content area literacy coaches are skilled instructional coaches for secondary teachers in the core content areas of English language arts, mathematics, science, and social studies.	
ELEMENT 2.1 Literacy coaches work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of reading, writing, and communication strategies.	
Performances	Utterance Demonstrating Performance
2.1.2 Literacy coaches assist teachers in developing instruction designed to improve students' abilities to read and understand content area texts and to spur student interest in more complex reading materials. They	Students don't always comprehend, even if they may be able to read proficiently on the MAP test.
• plan instruction around what teachers want students to learn from the text	What can we do to help them get those vocabulary words deep into the brain?
• identify what might make it hard for students to learn from the text	...and I think by giving us these MAP scores and looking at ways that you can group these for maybe partner work or...
• identify how teachers might use classroom time differently in order to improve reading for understanding	And maybe we'll be able come up with another vocabulary strategy as well that maybe has a bit more comprehension to it than the crosswords?
• select strategies to help teachers meet content goals and student needs	...or if we want to concentrate on one strategy at a time instead of two.
• determine what a teacher can do if students "don't get it" the first time	How do you assist the students that you have that you said just aren't getting it?
• identify appropriate literacy scaffolding strategies that accommodate ELLs' different proficiency levels but move them toward grade-level literacy	...but if he has to explain it to somebody, he is going to have to know it in order to explain it.

(table continues)

2.1.3 Literacy coaches provide content area teachers with professional development related to metacognitive reading strategies such as:	
• before-reading strategies: set purpose (information or pleasure), make distinct connections to prior knowledge, identify key terms, assess level of difficulty/length of selection, understand text organization and use text clues (headings, captions, photos, graphics, first/last paragraphs, key words such as sequence terms), and gain general sense of the topic/subtopics	How much work do you do on looking at the structure of the text?
• during-reading strategies: look for key concepts/main ideas and relate each paragraph to those, think out loud and ask questions of the text, apply various vocabulary techniques to understand unfamiliar words, take notes, and backtrack when confused	If they would have maybe a quote on this side and then their interpretation of it or their connection that they're making, maybe they're connecting to something they have already read or something that the artifacts that you bring?
• after-reading strategies: confirm key concepts/main ideas, review reading, create graphic organizers, form opinions, write a summary, and synthesize information from several sources	I've got a couple of summarizing strategies
2.1.4 Literacy coaches provide professional development related to literacy strategies that content area teachers could adopt and adapt for use in their classrooms, such as:	

(table continues)

• teacher modeling (involves teachers reading aloud texts and making their strategies and practices readily apparent to students)	That's why I am thinking maybe the think alouds would help.
• scaffolded instruction (involves teachers giving high support for students practicing new skills and then slowly decreasing that support to increase student self-sufficiency; also includes using oral language skills as a springboard to reading and writing skills for ELLs)	We can try it with the morning group, and I will do more modeling with them.
• apprenticeship models (involves teachers engaging students in content centered learning partnerships)	I wonder if we would review with them doing, "When it says see figure 7.2…"
2.1.6 Literacy coaches have a repertoire of reading strategies at their disposal to share with and model for content area teachers (e.g., reciprocal teaching [Palincsar & Brown, 1984], K-W-L [Ogle, 1986], Directed Reading and Thinking Activity [Stauffer, 1969]). Literacy coaches help teachers determine which of these strategies are best used with the content being taught.	That probably would not be something I would want to do a GIST over.
2.1.7 Literacy coaches provide professional development related to multiple vocabulary development strategies and help teachers determine which of these strategies are best used with the content being taught. Examples include	And maybe we'll be able come up with another vocabulary strategy as well that maybe has a bit more comprehension to it than the crosswords?

(table continues)

• signal words (words that alert reader that new information or certain information is coming)	On some of them, the way I chose the words was basically to look at bold-faced words or the words at the beginning of the chapter.
2.1.8 Literacy coaches assist teachers with increasing the amount of writing instruction students receive and the amount of writing they do, as well as the quality and appropriateness of writing instruction and assignments. They also assist teachers with scaffolding writing genres particular to different content areas (e.g., lab reports, geometric proofs).	That might be another way of keeping them accountable where they write it down on the paper rather than to talk.
2.1.10 Literacy coaches link teachers to evidence-based current research to help make research more tangible and applicable to their classrooms.	That's why we really have kind of gotten away from doing the round-robin sort of stuff.
ELEMENT 2.2 Literacy coaches observe and provide feedback to teachers on instruction related to literacy development and content area knowledge.	
Performances	Utterance Demonstrating Performance
2.2.1 Literacy coaches help to ensure that teachers understand that observations are not a threatening device but rather a tool to spark discussion and to reinforce the literacy emphasis within the school.	And not that I would be critiquing you, but just to get a feel for it to see kind of how I might incorporate some literacy into there.
2.2.2 Literacy coaches regularly conduct observations of content classes to collect informal data on teacher use of instructional strategies and student engagement with the strategies aimed at increasing teachers' knowledge and skill at delivering literacy instruction.	…or maybe I model it first hour, and then I try it in another class, and we meet again to see how did that work and that kind of stuff.
2.2.3 Before and after observations, literacy coaches engage in reflective dialogue with teachers to:	

(table continues)

• clarify lesson objectives, including teachers' personal goals in delivering the lesson	A couple of days ago I went into your room and did the GIST strategy with the students, and so tonight I want to talk about that.
• determine how to assess what students have learned	I mean how are you checking along the way not just as a summative when they hand in all of those?
• identify the successes and challenges encountered in the lesson and what could be improved in terms of lesson content and delivery	How did that go for you?
• focus on next steps, including how teachers might adjust instruction and instructional settings to meet a range of literacy needs of individual students, including ELLs, and to foster learning in the content area	I wonder how we can connect those tier 2 words with their Lewis and Clark map or something?
2.2.4 Literacy coaches demonstrate instructional strategies and provide ongoing support to teachers as they try out the strategies themselves.	So you're concerned about the time it (the GIST strategy) takes?

ELEMENT 3.1 Literacy coaches lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student literacy needs as related to the curriculum and to instruction.

Performances	Utterance Demonstrating Performance
3.1.1 Literacy coaches develop a comprehensive assessment program that uses both formal and informal measures of achievement, including the use of:	
• content area standardized assessments in order to evaluate individual and school achievement and to track group progress from year to year	One of the things that I noticed when I was sorting some of the ITED data, was that we have some students that we have listed as Gifted and Talented who were reading at the 6th grade level.
• assessments that measure students' native language literacy skills	The ELDA testing. (In answer to a teacher's question.)

(table continues)

<table>
<tr><td>• English language development assessments for ELLs</td><td>This would be more a sequential, maybe some cause and effect text structure.</td></tr>
<tr><td>• content area reading inventories that determine students' abilities to use text features and match reading abilities of students to level of text readability</td><td>That might be another way of keeping them accountable where they write it down on the paper rather than to talk.</td></tr>
<tr><td>• authentic assessments that test students' abilities to read a particular text in a content area and then write about it</td><td>For one thing, I thought it was real interesting when I asked them to give me feedback on it.</td></tr>
<tr><td>• informal assessments such as teacher anecdotal records, student reflective journals, student strategy-use records, and/or student surveys</td><td>I asked (the students) to give me feedback on (the strategy we used in class).</td></tr>
<tr><td>3.1.3 As teachers implement new instructional literacy strategies, literacy coaches aid in the design and/or implementation of formative assessments to determine whether the strategy was successful.</td><td>How are you going to check for understanding along the way?</td></tr>
<tr><td>3.1.5 Literacy coaches know current research and trends in assessment methodologies.</td><td>First thing is to get some MAP score information.</td></tr>
<tr><td colspan="2">STANDARD 3: SKILLFUL EVALUATORS OF LITERACY NEEDS</td></tr>
<tr><td colspan="2">Content area literacy coaches are skilled evaluators of literacy needs within various subject areas and are able to collaborate with secondary school leadership teams and teachers to interpret and use assessment data to inform instruction.</td></tr>
<tr><td colspan="2">ELEMENT 3.2 As dynamic supports for reflection and action, literacy coaches conduct regular meetings with content area teachers to examine student work and monitor progress.</td></tr>
<tr><td>Performances</td><td>Utterance Demonstrating Performance</td></tr>
<tr><td>3.2.3 Literacy coaches help teachers analyze trends on content area achievement tests, including identifying:</td><td></td></tr>
</table>

(table continues)

• whether student scores are consistently low and/or high in particular skill areas	Basically I would say these five students would need some extra support, and they are not ELL.
• the progress of specific grade levels or departmental teams	One of the things that I noticed when I was sorting some of the ITED data, was that we have some students that we have listed as Gifted and Talented who were reading at the 6th grade level.
• the growth of ELL progress toward English language proficiency	Maybe they are some ELL students that maybe just don't have the background knowledge.
3.2.4 Literacy coaches help teachers use the analysis of various assessment results to determine which strategies—content or literacy—will move students to higher levels of achievement.	Yet what we can do is get some more in-service, more staff development on how to work with ELL or special ed students and sheltered instruction.

Element 3.2 (As dynamic supports for reflection and action, literacy coaches conduct regular meetings with content area teachers to examine student work and monitor progress) had the lowest percentage of performances demonstrated. The performances that I did not meet included meeting monthly or at the end of each grading period to examine student work and teacher's success with literacy strategies. The Element also suggests that literacy coaches analyze trends on content area achievement tests, disaggregate data and track ELL growth. Because of the relatively short nature of the study, only two months, that was not applicable.

Table 11

Percentages of Elements Which Were Demonstrated by My Utterances in the Coaching Sessions

Element	# of Performances Listed by IRA	# Demonstrated by Utterances	%
1.2	11	6	54.6%
1.3	5	3	60.0%
2.1	10	6	60.0%
2.2	4	4	100.0%
3.1	5	3	60.0%
3.2	4	2	50.0%

Although not all performances were demonstrated in my utterances, I believe that the relatively short duration of this study, only two months, contributed to that deficit. Given more opportunities to work with these teachers, it is possible that further elements would have been demonstrated. Some additional elements were demonstrated outside of this study during the period of time covered by this research project, however since they were not mentioned during the coaching sessions, they do not appear to have been demonstrated. I provide one example here: Performance 1.2.11 states that *Literacy coaches work to keep administrators informed and involved and enlist administrators' support for teachers with their literacy efforts.* In this research project, confidentiality was ensured. I often worked closely with the administration and non-participating teachers in teams as we discussed literacy efforts throughout the school. The faculty in the English department asked me to provide a workshop on using our student information system to help inform their instructional decisions around literacy. In order to provide that training, I needed to notify the administrators of what was needed. This was not discussed during the coaching sessions, but is one example of how I addressed a performance.

Reflective Journals

An analysis of my journal entries also indicates what my coaching looked like. The three participating teachers and I wrote reflective journals after each coaching session. We were to voice feelings, emotions, questions, concerns, fears, frustrations, or any other thoughts about the coaching process. The journals written by the teachers were not analyzed because there were so few sentences and they primarily were a reiteration of the topic discussed during the coaching sessions. One explanation for that might be that the teachers felt it was another burden in their teaching loads and would take too much additional time. Perhaps these teachers do not use journals within their own classrooms and this was a strategy that was unfamiliar to them and therefore they did not value it.

I analyzed the entries that I wrote by using the constant comparative method. I read each sentence from my journal entries and determined the category of that sentence by constantly comparing it with previous sentences that had been similarly categorized. An example of one of my reflections, written after a session with Otto, is shown in Appendix I. An example of the session with Otto that is now categorized is shown in Appendix J. As I coded the categories, I noticed that there were four referents: myself, the teachers, the students, and the school district. Therefore, I returned to the sentences and identified each as to the referent. The majority, nearly 66% of my sentences were about me. Slightly more than 25% of the sentences were about the teachers. I wrote about the students nearly in 6.8% of the sentences, and about the school district in 2.3% of the sentences.

Within the referents, I noted that there were distinct categories of topics. Sentences coded as "Perry" were ones in which I talked about my own feelings, acts, or emotions. Examples of sentences categorized as Perry are "I am feeling very frustrated right now" and "I love having those discussions." In the sentences that referred to me, the categories identified were self, rigor, action and relationships. I found that there were some subcategories subsumed under the categories. Figure 2 indicates the categories, subcategories, the percentages of each subcategory, and an example of a sentence from each subcategory.

I noted a nearly equal number of sentences about my capabilities as about the pleasure I was experiencing. Many of the sentences that I coded *capability* indicated that I desired to be effective as a literacy coach. For example, "Can I help special education students since that is not my area and those students have different needs than what I usually address?" was one of my concerns. There were six times (4.1%) that I noted I felt that I was not valued or appreciated. By reading the transcript, I found that some of the instances in which I expressed that feeling, it was either followed or preceded by an expression of questioning my credibility. An illustration of this is when I indicated that "I felt that (the teacher) was thinking that my coaching was more of a pain than help." This was soon followed by, "I hope that (the teacher's) reflections show that I am just a perfectionist and that there is not really a problem."

Perry (66.6 %)	Self (37.0%)	Capability (11.6%)	How do I balance the act?
		Pleasure (11.7%)	I was happy to know that she is using one of the activities that I suggested last week.
		Frustration (8.2%)	But I didn't get the feeling that he knew to move beyond a paper and pencil quiz to determine and monitor comprehension.
		Devalued (4.1%)	I believe (the teacher) just wants me to come in and give ideas for activities.
		Physical Being (1.4%)	I wonder if it shows on the tape.
	Rigor (32.2%)		I tried to allay a belief that it would take too much time away from his content area.
	Actions (19.9 %)	For Future (11.6 %)	I am going to demonstrate a lesson and talk to the students about reading a science text and some of the features of it.
		Already Taken (8.2 %)	I brought in the MAP scores for her to see.
	Relationship (11.0%)		One of my goals is that the teachers with whom I work feel better about themselves than they did at the beginning of our time together.

Figure 2. Categories for Reflections Focused on Perry

I wrote in my reflective journal about the teachers also. My sentences which referred to the teachers could also be categorized. Figure 3 shows the categories and subcategories. There were 36.36% of the sentences about the teachers that characterized rigor. In those instances, I wrote about a strategy that the teacher used or a way to help the teacher recognize the need for change or growth in their practice. I also wrote about actions taken by either me or the teacher (14.6%), actions that the teacher will take

(14.6%), or actions for me to take (5.5%). I was complimentary or validating of the teachers as I recognized in 21.8% of my statements the effective and laudable strategies they were using. Additionally, I reflected about the procedures that the teachers used (7.3%).

Teacher (24.9%)	Rigor (36.4%)		I asked (the teacher) about what is done to reteach if they (the students) don't get it.
	Actions (34.6%)	Already Taken (14.6%)	(The teacher) had forgotten about meeting,
		For Teacher (14.6%)	(The teacher) asked the boys what they thought of it
		For Perry (5.5%)	(The teacher) talked about having me make crossword puzzles for vocab extra credit.
	Validating (21.8%)		(The teacher) did tell me about a couple of good strategies (the teacher) uses (giving a purpose and connecting to life experiences).
	Procedure (7.3%)		Then they do review questions on Thursday and a chapter quiz on Friday.

Figure 3. Categories for Reflections Focused on Teachers

In addition to writing reflections about myself and the teachers, I wrote about the students and the school, however, much less frequently. Figure 4 shows the percentages and an example of the types of my sentences that were categorized as about the student or school. The comments I made about the school indicate a frustration with intercom interruptions and possible lack of additional funding. These are areas over which I have no authority or ability to manage.

Student (6.8%)	Rigor (0.9%)	Many students felt that the strategy would be helpful.
	Connection to past (0.1%)	I remember a student whose native language was Portuguese and his frustration in having to sit through the ITED testing when it was read in Spanish.
School (2.3%)		I am pretty sure that the school's budget will not increase for personnel next year.

Figure 4. Categories for Reflections Focused on Students or School

In my reflective journals, I noted several facets of my coaching practice. I focused primarily on my own self and my feelings, joys, struggles, and desires. I also wrote minimally about the teachers, students, and the school. Since this journal was intended to be a reflection about my feelings, I believe it is appropriate that two-thirds of the reflections were about the pleasure, frustration, actions, and relationships of coaching.

In summary, the utterances from the coaching sessions and the leadership standards for literacy coaches give a picture of what my coaching looked like outwardly, and the reflective journals give a picture of the inward feelings of how my coaching looked. To answer question one, my utterances spoken during the coaching sessions were categorized and subcategorized. The frequency of use of those categories demonstrated my priorities of talk. Seven categories, informing, setting tone, explaining, suggesting an action, acknowledging, probing, and validating, were used most frequently with the three teachers. The least used categories for the three teachers varied widely, with only three categories, expressing an emotion, establishing credibility, and contradicting, common among the teachers. This indicates that although there were some commonalities among my utterances for the three teachers, I adjusted my coaching to match the needs of the teacher.

In addition, my utterances were aligned with the Leadership Standards of the International Reading Association (2006). My utterances during the coaching sessions reveal that I met 62% of the expected performances for Middle and High School literacy coaches. I posit that with a longer duration of coaching, even more of the performances would have been met. There were some performances that were met outside of the study, but they did not show up in the utterances of the coaching sessions.

My reflective journals are comprised of writings primarily about me and the teachers, with some comments about the students and only a few about the school. Those words show a picture of wanting to be effective and being pleased and excited about the coaching opportunity. They show that I desired to increase the teacher's knowledge and skills, and validated their efforts. I was concerned about how the students were impacted by the coaching sessions, and articulated a few concerns about the impact of the school policies on the teachers, students and the coaching sessions.

Research Question 2: What Evidence is There From the Teachers That My Coaching is Successful?

The second question was, *"What evidence is there from the teachers that my coaching is successful?"* To answer this question, I looked at the information from the focus group as well as teacher statements from the coaching sessions. Examples from the teachers that indicated my coaching practice was successful included their use of new strategies, statements that they would use the strategies in the future, indications that they understood the strategy, questions about accessing data, and favorable responses when asked about the coaching experience.

The three participating teachers convened for a 40-minute focus group session at the conclusion of the research project. The teachers had the option of attending or not attending if they chose to not reveal their identity to the other two teachers. This was the first that they knew each other's identities, and I asked them to keep the names confidential. I asked them to provide feedback about the coaching sessions and our semester together as my post-study session. What was effective? What had not worked? What would they have liked to have seen happen that did not happen? Then I let them visit, with only an occasional redirection from me as they started talking more about their content area rather than the coaching process.

During the focus group, the emphasis was on the discussion by the teachers rather than the statements made by me. These statements were taken as a whole rather than analyzed by utterance. The number of times the teachers mentioned a topic used in our coaching sessions was counted. There were 41 instances during the focus group session in which a teacher validated the success of the coaching. Kim spoke in 19.5% of the instances, Otto spoke in 36.6%, and Patrick spoke in 43.9% of them. As an example, during the focus group session, Kim said, “It was kind of nice using strategies (suggested by Mrs. Perry) that I probably couldn't have used with my co-op kids but I could use with my advanced kids.” When the teachers were discussing what was helpful about the coaching, Otto said, “(the students) might actually remember that when it comes time, that information, when it comes time to do that quiz, so improving retention.” Patrick said, “So they're actively using (the strategy the coach demonstrated), and that's just not from the one class that you did. We're using that in the other classes, so it is all spilling over into the others.”

During our sessions, I felt that I needed to ensure the teachers knew that I had credibility in literacy. Seven percent of the topics that the teachers talked about in the focus group pertained to my credibility. Otto was the most vocal about my credibility. He was impressed that I came in more than once to demonstrate reading strategies to his students. “They’re always begging me, let's go to the shop, pointing out the fact that it is important we have an outside expert other than the teacher telling them there is a reason we're doing this.” There are several indicators of credibility in that statement. He considered me an outsider, an expert, and someone giving a purpose for reading the textbook. Otto also had a different perspective than I had thought about. I had not thought about my clothing as demonstrating credibility, but to him and his students, it was important. “(Mrs. Perry) comes in dressed professionally. They know if we're spending the time on it, it is something important.”

One purpose for our coaching sessions was to determine deficits of students and eliminate those deficits to help the students become more successful. This was also identified as a topic in the focus group when Patrick noted that I had assisted him in identifying reading abilities of his students. When looking at assessment data, we found that vocabulary development was one deficit of his students. “We're finding now for some students that not only is the problem not reading or that their reading level is extremely low, but their other problem is also that their vocabulary level is extremely low, so it doesn't matter whether you read it to them, they don't understand the vocabulary that you're talking about, so then you have to explain the vocabulary on top.” Otto also realized the purpose for learning some reading strategies. “It is worth the time we're spending on it, it must mean it because he brought somebody else in, and she is here for a specific purpose, and there is a lesson, and we were going to do this, and she is there more than once. It wasn't a one-day deal, so that sheds importance on her being there and not trying to always try to take the easiest way out.”

Although my utterances from the coaching sessions were the focus, I also looked at the teachers talk to find evidence that my coaching was successful. There were 89 instances during the coaching sessions in which the teachers indicated that coaching was successful. Of those 89 instances, Kim spoke in 33.7%, Otto spoke in 28.1%, and Patrick spoke in 38.2% of them.

An example of the evidence of success from Kim was, “I think that (having the students’ real-life experiences with the text) helped them make the connection.” Otto said that the students, “...wanted to see, okay, did my idea come up in this book somewhere?”

after a suggestion that the students predict what the chapter section would be about. Patrick indicated that "I had them read this first, the guide for reading, and then they read through this section and taking notes of when they found the chunk of information that answered one of those questions" after a suggestion for an anticipation guide.

One role of the literacy coach is to provide resources (Schen et al., 2005, Vogt & Shearer, 2007). Providing resources was the most discussed topic by the focus group. All three teachers indicated that they hoped I would continue to find resources for them in the future. Otto wanted a "periodic check-up" with him. Patrick said, "When you come up with different things, I am always up with throwing different things in." Kim also wanted "Random ideas. Hey, did you try this, I came across this one." Twenty-seven percent of the times the teachers stated a topic, it related to a resource. The teachers characterized our coaching session as being a good source of resources. For example, Patrick talked about a time that I demonstrated a lesson in his classroom. He added:

> (Mrs. Perry) had the full gamut of them. Their executive filters aren't there, and they spout off whatever comes in their head, and I was sitting back wondering should I intervene, and for a minute there I kind of felt like I hung her out to dry, but she handled it very well. That even gave me more ways of looking at how to handle certain kids as well. So not only did I get the benefit of reading lesson, but I was looking at it as a benefit of classroom management lesson as well.

Otto mentioned a vocabulary review sheet that I had provided for his class. "Some of (the students) are making good use of it." Kim also liked that I had shown her the MAPS testing data. With that information, she could make some instructional decisions for her advanced history classes. She stated, "I was like they can read, they're good, I don't need to help them, but in reality some of them couldn't, they could read, but they weren't as high as what we thought, so strategies to bring out what was really helpful." Providing the data from testing was one resource that I delivered.

One topic which the teachers discussed in the focus session was a strategy that was modeled or suggested. For example, Otto stated that I had provided, "the strategies… from getting the information in the text and making use of it, so it is easy to recall, easy to do the review questions" to indicate a resource that I had provided. Patrick also liked some strategies.

> Like the strategy that you did where they did the, they took the headings and made them into a question, I heard repeated comments ever since you came in that kids are using that strategy on a regular basis now because we're doing the guide for reading questions that go along with each section.

In summary, question 2 asked, "What evidence is there from the teachers that my coaching is successful?" Statements from the teachers during the focus group indicated that they were implementing some of the strategies that I had demonstrated for them. The teachers also indicated during the coaching sessions that they understood and used the strategies and assessment data which I provided.

Research Question #3: Do I create a Climate of Growth for the Teachers?

The third question was directed at the climate for growth and change. This two-part question asked, *Do I create a climate of growth for the teachers? If so, how do I create or strengthen that climate of growth? If not, what obstructs that climate of growth?* To answer these questions, I looked at my talk during the coaching sessions. I labeled each utterance according to the question it addressed. Some utterances addressed two or more questions and thus were labeled for all questions addressed. For example, when one teacher wanted to try two new strategies at once, I replied, "I am wondering if that might be a bit too much or if we want to concentrate on one strategy at a time instead of two." This was labeled as answering questions 3a (creating a climate of growth) because I used the word *we* and suggested rather than demanded the teacher think about an action. It was also labeled as 4a2 (stimulating rigor) because I was helping this teacher to grow in skill. Some utterances were labeled as addressing both 3a *(building climate)* and 3b *(obstructing climate).* As I read the transcripts, I realized that these utterances could be interpreted from different perspectives, depending on the tone. For example, when talking with one teacher about the student information system that could be used to access assessment data, I said, "I have different privileges for Infinite Campus, so I am not sure what is accessible to most teachers." My intention was to indicate to the teacher that I was not sure what he was able to find on the system, but that the information was available (building climate). It was only while reading the transcript that I realized that the utterance could have been misinterpreted as being boastful or arrogant. There was no indication either in words or actions from the teacher that it was interpreted as being boastful or arrogant. However, in future coaching sessions I will need to be mindful of how my words might be construed.

My utterances were coded according to the research question with which they aligned. I was able to count the number of times each question was addressed and determine a percentage of those utterances that aligned with each question.

Question 3a

This question asked how I created or strengthened a climate of growth. There were 2388 utterances in all the coaching sessions that aligned with the research questions. Of those 2388 utterances, 1012 utterances (42.4%) aligned with question 3a. Figure 5 shows the percentages of the coded utterances that aligned with Question 3a. The coaching sessions with Kim contained 48.6% of those 1012 utterances, the sessions with Otto contained 22.5%, and sessions with Patrick contained 28.9% of the 1012 utterances which aligned with question 3a.

It is interesting to note that nearly half of the utterances which aligned with question 3a (creating a climate of growth) were from sessions with Kim. I believe it is because she was the most reluctant of the three teachers to talk during the coaching

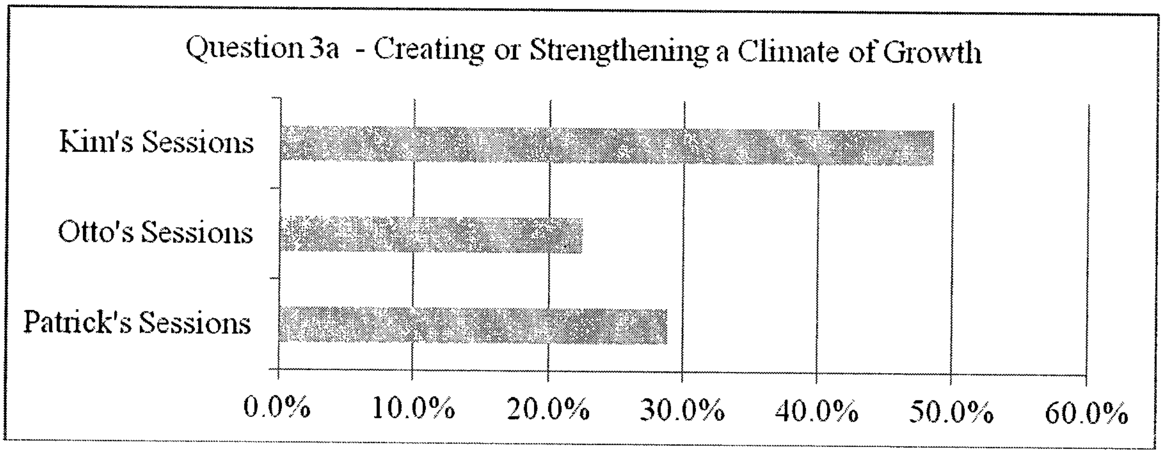

Figure 5. Percent of my Coded Utterances from Coaching Sessions that Aligned with Question 3a

sessions. For example, when asked, “Where do we go from here?” she replied, “I don't know. You tell me. This is all you.” I had to assure her that the coaching sessions took both of us. I believe that her reticence in speaking made me slightly uncomfortable and I needed to keep working at building the climate.

Other examples of my utterances that demonstrate building a positive climate for growth are “You're the content expert.” and “What would be the most help for you, for me to do?” These indicate that I used complimentary words to validate the teachers and that I was willing respond to the teachers’ needs and wishes rather than my own agenda.

I also used descriptions of actions shown on video that were paired with transcription of the audio to demonstrate a climate conducive to growth. Using this data, I could analyze what words triggered actions or what actions triggered words.

One area specifically noted was eye contact. I maintained eye contact for the majority of the time I was coaching the teachers. Exceptions were when I was directing attention to something specific such as text or something in the room. I believe that maintaining eye contact with a person to whom I am speaking shows respect. “Make direct eye contact to show connection to the speaker” (McAndrew, 2005, p. 114).

Video tapes also showed that most of the time I was in close proximity to the teacher with whom I was talking. I could be seen moving the student desks at which I was sitting closer to the desks at which the teachers were sitting. However, I did not abut the desks and infringe on the teacher’s personal space. This I felt was close enough to portray a sense of friendship and collegiality without the feel of hovering over someone.

In addition to the proximity, my body was leaning forward most of the time, to show interest in the other person. McAndrew suggested that "While listening, literacy leaders should use body language to promote the speaker's perception that he or she is being listened to carefully (McAndrew, 2005, p.14). My laughter and smiles were regularly seen on the video tapes. Those relaxed and friendly facial expressions, combined with the utterances coded as humor, convey a positive and relaxed atmosphere. The teachers also used humor in return. I believe my use of humor and the smiles and laughter helped create a sense of collegiality and a positive relationship.

One gesture that was seen frequently was nodding my head. I nodded my head in acknowledgment of something the teacher was saying. In addition, there was a noticeable emphasis in nodding when I particularly agreed with the speaker. For example, Otto told me that some of his students came up with creative ways of using alternative energy. I nodded and smiled. At another time, he was explaining how his students used the strategy of predicting what would be in the text. He said that his students would predict and then wanted to read the text to see if their ideas were in the book. At that I gave a "big nod," as I titled it. This shows the difference between general acknowledgment and enthusiastic support.

Usually I placed my hands on the desk, but occasionally I put one by my chin to indicate a relaxed and casual attitude. My hand gestures frequently had the palm up as if open and hiding nothing. I occasionally made small circles with my hands as if to show location or to emphasize a point. For example, when I asked Kim to explain how she approached the coop classes, I made small circles with my right hand with the palm up.

Gestures were used at appropriate times for emphasis or direction and were not overused. No instances of annoying or distracting mannerisms were noted.

I repeatedly had a pencil in my hand, as I wrote notes about our discussions. Those notes might be reminders of a resource that I was going to provide to the teachers or an action that I was going to supply. The reminders indicated to teachers that I valued their suggestions and needs.

I had a furrowed brow when listening to a complaint from teacher or when listening intently. When Patrick and I were talking about increasing the amount of testing done, I said, "…but I am not sure that we want to spend that much time tying up the computer labs, and we haven't used this information from October." My brow was furrowed at that time, as if an indication that this was an area of concern.

Eye contact, gestures, facial expressions and other positive actions were seen consistently and frequently on the videos. They appeared to help the teachers feel relaxed and comfortable because they portray that I am relaxed and comfortable but still have a job to do. Those are important attributes in creating a positive coaching experience (Knight, 2007).

Question 3b

This question asked what obstructed a climate of growth. One way to determine the answer to that was by analyzing the utterances from the coaching sessions. There were some utterances that could obstruct a climate of growth. For example, during one session, I said, "I forgot to bring the notes that I took." During coaching, I should have always had all my materials. Credibility is lessened when a coach is unprepared. This obstructs growth for teachers.

Figure 6 shows the percentages of my coded utterances that could have obstructed growth. These percentages are shown according to the teacher with whom I was speaking. Most noticeable is the preponderance of utterances directed to Kim. The majority (62.5%) of the utterances which aligned with Question 3b were spoken during coaching sessions with Kim. I analyzed five coaching sessions with Kim and only four from Otto and Patrick, so there were more utterances. In addition, I did the majority of the talking during the sessions with Kim as she was reluctant to talk. I attempted to build more rapport and collegiality and to build trust with her. However, in reading the transcripts of the coaching sessions, I realized that if someone is reluctant to participate, some statements might be misinterpreted. An example of that is when I said, “I do want

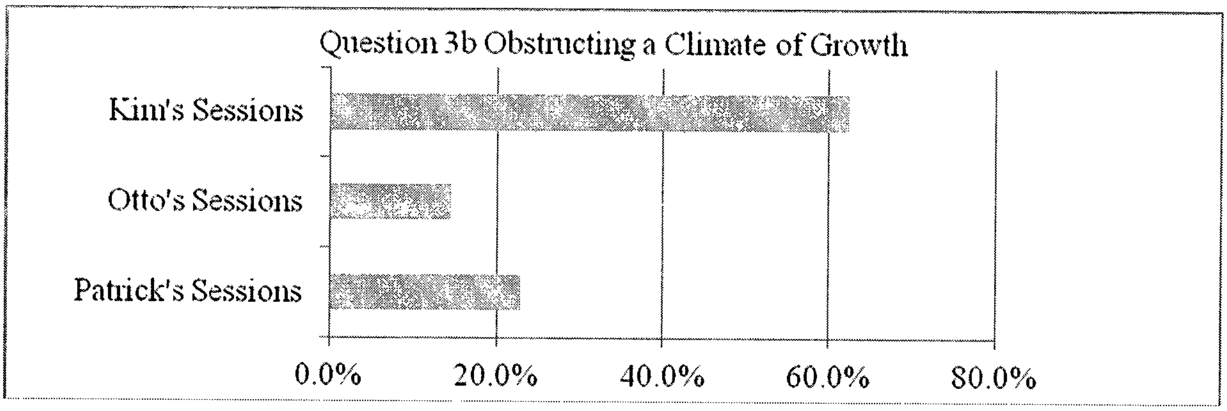

Figure 6. Percent of my Coded Utterances from Coaching Sessions that Aligned with Question 3b

to come in and just observe." That could be intimidating to a teacher who is unsure about being coached. I did follow that statement with, "Not to critique you, but just to see what's going on in the social studies class." This statement should help alleviate some anxiety However, if Kim felt intimidated, she might have continued to think about that rather than to listen to the statements that followed. Although Kim did not appear to be upset by that statement and there was no indication that she felt intimidated, it is something of which I will need to be mindful with other teachers.

There were fewer utterances that might obstruct a climate for growth with Otto (14.6%) and Patrick (22.9%). In the first coaching session with Otto, I said that I thought we would be working with students in an automobile technology class as they fixed car engines. He said that the school dropped that class and replaced it with a small engine repair class. I said, "I am way out of touch then." That statement was coded as a potential obstruction to growth because Otto might have inferred that if he could not trust me to know what was happening at the school, he could not trust me to know what was happening in literacy. Again, Otto gave no indication that those were his feelings, but the potential was there.

I was showing Patrick how to access some achievement data from our student information system. I asked him about a specific tab on the website, but he indicated that he did not have access to that tab. I said, "I have different privileges for Infinite Campus, so I am not sure what is accessible to most teachers." This statement was coded as a potential obstruction to growth because it might have been interpreted as being boastful, which does not build trust or collegiality.

I looked at actions on the video tapes to answer question 3b as well. Although most of the time I was leaning toward the teacher during the coaching sessions, occasionally I leaned back for a few seconds as if backing away from the teacher. In one instance, I was listening to Otto describe how his students did not like the strategy of explaining to a partner what they had just read. I had demonstrated that strategy earlier and Otto was going to try it again. When Otto was telling me that his students did not like to use that strategy, I leaned back in the chair for a few seconds while he was speaking. I then asked if they did not like the strategy because it took more time in class. Although I do not remember feeling as if I had been personally insulted and wanted to draw away from Otto, someone might have perceived my actions as such. With Patrick, I also leaned back when we were interrupted by a colleague who wanted to visit with Patrick. I did lean forward as I joined in their discussion about student achievement and the reading abilities of the students. With Kim, I did tell her that having students take turns reading a text orally, called round robin reading, is not a strategy that is recommended. While I was telling her this, I leaned back, almost as if to distance myself as I delivered the bad news. I then leaned forward once again to engage in a discussion of a better strategy. I believe that in the future, when encountering a tough conversation or when disagreeing with a teacher, I will need to maintain proximity to that teacher in order to continue a positive relationship.

Although none of the three participating teachers indicated that either the words or actions did interfere or obstruct growth, in looking at the transcripts and the videotapes with a critical eye, I can see where the potential would be there for other teachers. I want my coaching to be effective with many teachers with diverse personalities. I will need to be more aware during coaching sessions of how someone might interpret or misinterpret either my words or my actions. I then need to alleviate any potential misunderstandings so as to not obscure the climate of growth.

Research Question #4: Do I Promote Rigor Through My Coaching?

Rigor is an intensity of instruction or the use of demanding standards for learning or performance. As a literacy coach, I want to equip the teachers with behaviors to help their students learn to read content texts. The fourth research question was *Do I promote rigor through my coaching*? There were several parts to that question. I wanted to determine whether I promoted or acknowledged rigor or where I could have promoted rigor but failed to do so. To answer that question, I looked at my utterances during the coaching sessions. Utterances can promote rigor by suggesting actions or giving the teachers information to help them become informed instructional decision-makers.

Question 4a1

This question asked: If (I do promote rigor), what do I do to identify or acknowledge the teacher's use of rigor? The findings indicated that, in many utterances, I validated a teacher's use of rigor. Figure 7 shows the percentages of my utterances which were coded as identifying or acknowledging the teacher's use of rigor. These data are organized according to the coaching session by teacher. In all, I spoke 130 utterances which were coded as addressing question 4a1. Of those 130 utterances, coaching sessions with Kim accounted for 40% in which I identified or acknowledged her use of rigor.

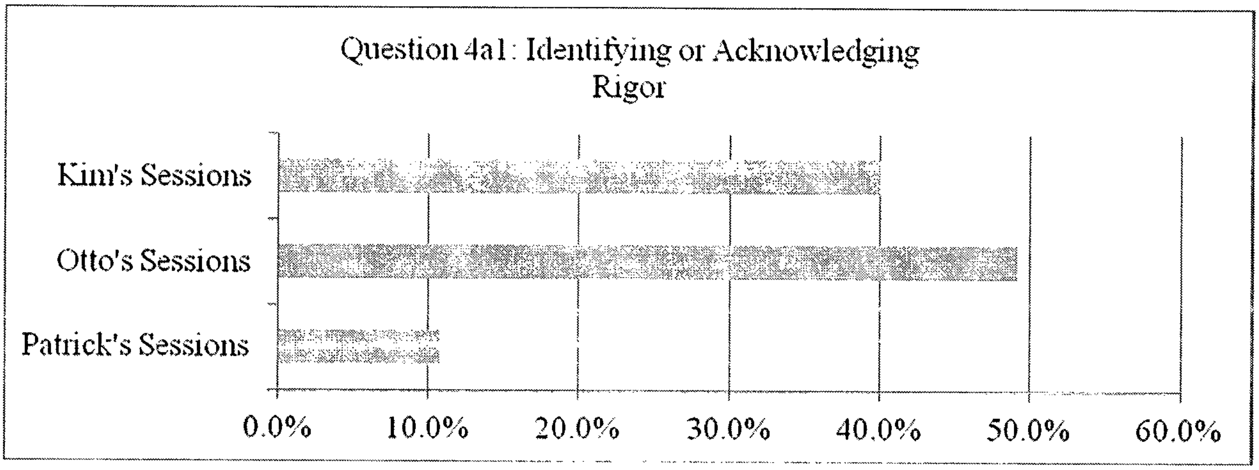

Figure 7. Percent of my Coded Utterances from Coaching Sessions that Aligned with Question 4a1

Several examples show my recognition of a teacher's use of rigor. Kim and I discussed the daily warm up questions which were posted for students to answer upon entering the classroom. I felt it was important to make connections between the reading and other activities, so I validated her use of the reading strategy when I said, "I understood that the questions of the day were tied to the reading." My utterances with Otto during coaching sessions made up 49.2% of those coded as addressing question 4a1. After I observed Otto in the classroom, we discussed the effectiveness of his lesson. I said, "Bringing it back to what they know is an excellent strategy" to confirm his use of a reading strategy. My utterances with Patrick made up only 10.8% of those coded as addressing question 4a1. When Patrick and I were looking at student achievement data for his classes, he identified some students whose scores were low. Patrick pointed to some scores and said that those students needed help with their reading, as if to indicate that he understood how to read the achievement data. I agreed with this new learning by saying, “They (those students) need some extra support.” For Patrick this was new information and showed he understood how to use it, so I validated his new learning.

I believe that one explanation for the lower percentage of utterance which acknowledged rigor with Patrick is because he seemed so self-confident in his teaching strategies. Perhaps I did not feel that he needed as much validation as the other teachers. Another possible explanation is that he often talked at length about his content rather than about literacy in the science area. There were a larger percentage of utterances redirecting Patrick than with the other teachers as well. Perhaps his talk was not interpreted as demonstrating rigor because of his emphasis on his science content, rather than on instructional strategies.

Question 4a2

This question asked: If (I do promote rigor), what do I do to stimulate the teachers’ use of rigor? Although I wanted to acknowledge the teachers’ use of rigor in their teaching, I also wanted to push their thinking, knowledge, and use of strategies to help their students be successful in reading the content textbooks. Although the three teachers were strong in teaching their content areas, each indicated a frustration at the lack of reading skills shown by their students. As a literacy coach, I knew I wanted to increase the teachers’ abilities to help their students comprehend the content materials. I analyzed my utterances during the coaching sessions to determine how I did that. In looking at my utterances during the coaching sessions, I determined there were 1124 utterances which promoted rigor. Of those 1124 utterances, 50.1% were from sessions with Kim, 21.9 % were from sessions with Otto, and 28 % were from sessions with Patrick. Figure 8 shows the percentages of my utterances for each teacher's sessions that stimulated rigor.

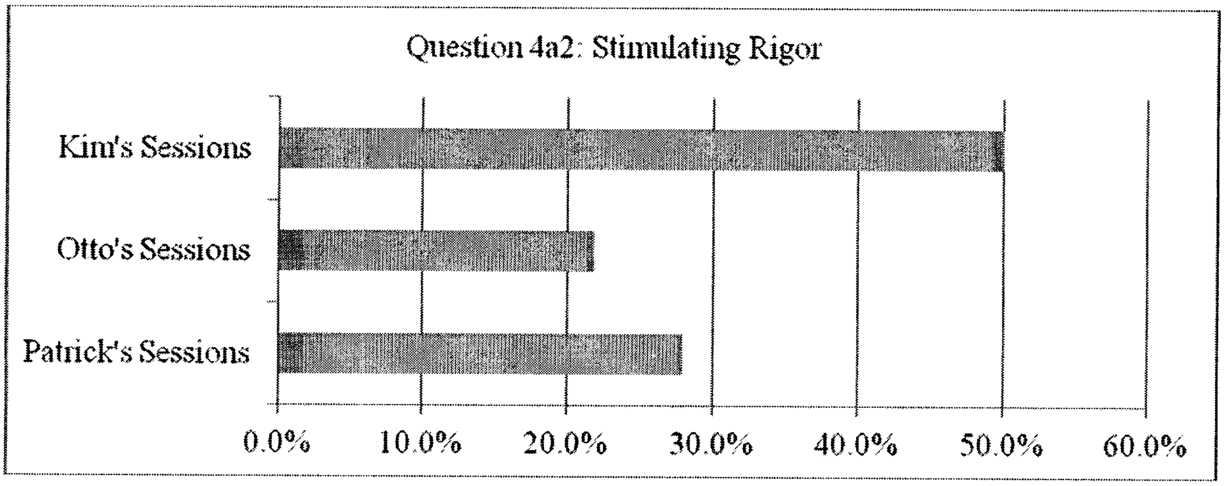

Figure 8. Percent of my Coded Utterances from Coaching Sessions that Aligned with Question 4a2

An example to demonstrate one way I helped stimulate rigor in classrooms is when Kim asked for a strategy to help her students make sense of the text and remember the information for a test. I asked, "Have you tried a double entry journal?" I then explained a double entry journal and how to use it. In another instance, I wanted Otto to know that just decoding words was not enough for students to comprehend text, as other factors also impact comprehension. I said, "So we're not just talking reading issues here. We're talking background." We then talked about how to bring up background and prior knowledge. A third example is when I provided Patrick with a strategy for helping students set a purpose for their reading. I said, “It is looking at the chapter heading, and if the chapter heading, or that section heading, says ‘sources of energy’, we turn that into a question: What are some sources of energy?” I did go into the classroom to demonstrate that strategy, and the teacher tried it later himself and found it to be effective in helping the students comprehend and remember the information by setting a purpose for reading each section.

I believe that one possible explanation for the high percentage that came from sessions with Kim is that there were five sessions with Kim and only four with Otto and Patrick. In addition, Kim often expressed an interest in having new resources and activities to use with her students by saying, “I think if you could help me help those kids have strategies” and “Maybe different strategies that we can use.” I was providing what she wanted and needed to help her students be successful in reading the classroom texts.

Question 4b

This question asked: If (I do not promote rigor), where do I have the opportunity but fail to use it? There were times during the coaching sessions in which I had an opportunity to help teachers use rigor in their practices but failed to do so. These utterances were labeled as findings for question 4b. The majority of the time this happened was when I started to talk with teachers about a strategy or some data and was interrupted by the teacher. If I did not return to that thought, the utterance was labeled to indicate that I failed to provide rigor. “Do you see a lot of the students…” The teacher interrupted but I did not return to the question. Another teacher said that ELL students work with his ELL aide who explains the concepts in Spanish. I began to tell the teacher that having an aide is fine when the student speaks Spanish. However, we have many students who speak other languages, so having something explained in Spanish is not helpful. I said, "Providing..." when Patrick interrupted and I did not get back to that thought. An additional example is when Patrick said, "The map score information would be good for the D's and the F's." I should have followed up with the idea that the MAP scores can be good for all students. This was labeled as an opportunity for rigor that was not taken. Transcripts indicate the majority (61.5 %) of the missed opportunities occurred when working with Patrick. Patrick had many interesting things to add to our conversations. However, I should have redirected us more frequently to get to the task at hand, that of helping students learn to comprehend textbooks. There were 26 utterances in which I had the opportunity to promote rigor but failed to do so. Of those 26 utterances, 61.5% were from sessions with Patrick, primarily when I did not return to my talk after being interrupted. There were equal percentages of utterances (19.2%) in sessions with Kim and Otto in which I failed to promote rigor. Figure 9 shows those percentages with each teacher.

Figure 10 shows the percentages of my utterances from the coaching sessions of the three teachers that were coded as aligning with each question. The question that is addressed most frequently during the coaching sessions is 4a2: *Where do I provide opportunities for rigor?* The second most addressed question is 3a with 42.4%: *How do I strengthen climate?* Other questions answered were 3b: *Where do I obstruct building a climate of growth?* (4.0%) and question 4a1: *Where do I Identify or acknowledge the*

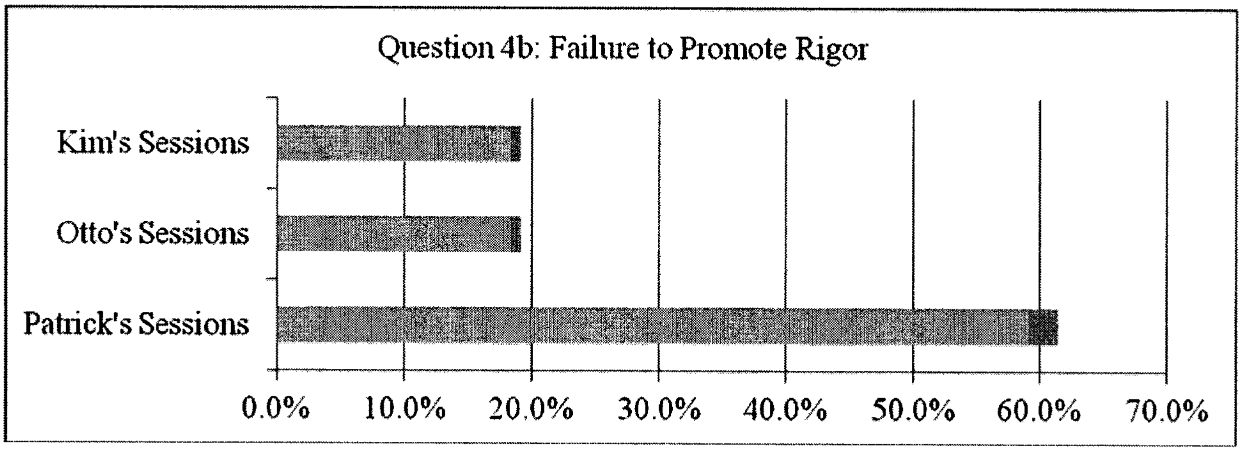

Figure 9. Percent of my Coded Utterances from Coaching Sessions that Aligned with Question 4b

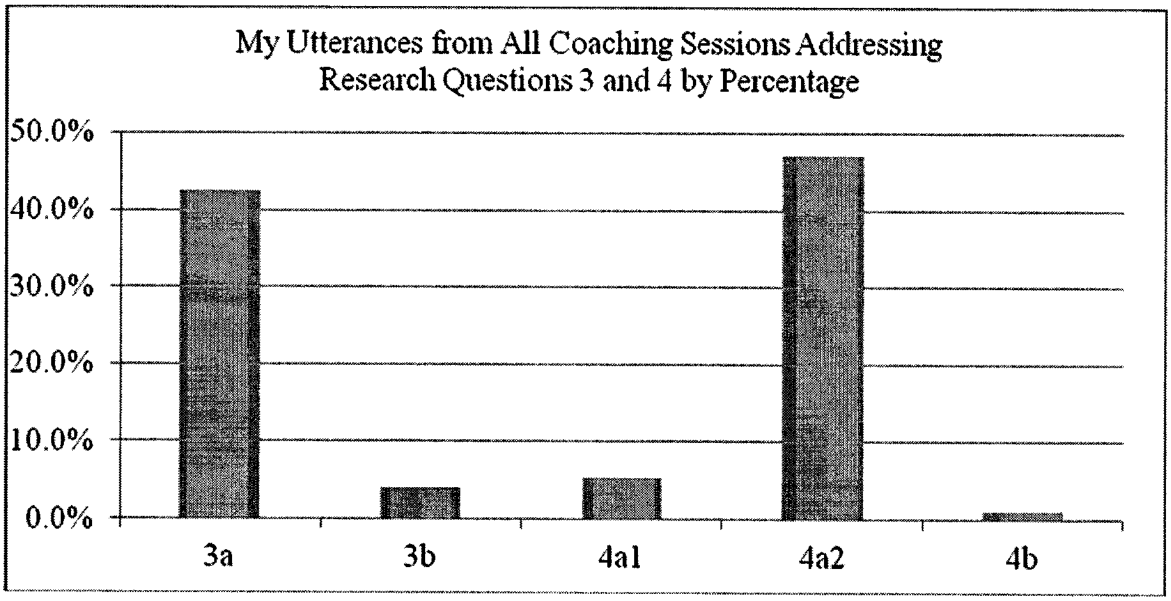

Figure 10. Percent of my Utterances from Coaching Sessions that Were Coded as Aligned with Questions 3 and 4

teacher's use of rigor? (5.4%). The least addressed question is 4b: *Where do I have the opportunity to promote rigor but do not use it?* (1.1 %).

Summary

This purpose of this chapter has been to show how data were analyzed and to discuss the findings as they relate to the research questions. The data were collected from transcriptions of the audio portion of recordings of the coaching sessions, descriptions of the video portions, reflective journals, and a focus group session with all three teachers in the study. The data were analyzed by using a constant comparative method.

One way to determine what my coaching looked like in order to answer question 1 was to analyze my utterances during the coaching sessions. Informing and setting the tone were the intentions of my utterances used most often with the three participating teachers. The many utterances directed toward setting the tone of the coaching process indicate that a positive relationship was important to the coaching process. Among the least-used utterances with the three teachers were expressing an emotion, contradicting, and establishing credibility.

The actions shown on the video tapes were analyzed also. Eye contact, proximity, appropriate gestures, and a relaxed, sometimes playful attitude were shown on the video tapes. All secondary participants and I appeared relaxed and comfortable with each other and with the coaching process.

My own reflective journals were analyzed for trends and patterns. I wrote about myself slightly more than one-third of the time. I expressed concerns about and support of my capability. I wrote about the joys and frustrations I felt. In the journals, I expressed a belief that I could increase the rigor of the teachers, and I wrote about my actions to support that rigor. One goal was to establish rapport and a collegial relationship with the participating teachers, and I wrote about those relationships. I wrote about the teachers and the actions of the teachers toward rigor.

The focus group provided more data for analysis of my coaching practice. This time, however, the words came from the teachers rather than me. They talked about the resources and strategies I provided, our purpose for the sessions and my credibility as a coach. They used humor, possibly a reflection of the humor and relaxed climate found during the coaching sessions.

The Leadership Standards for Middle and High School Literacy Coaches from the International Reading Association (2006) were used to indicate what my coaching looked like within the context of a secondary school. I found that I met 25 of the 39 performances listed in the standards.

The second question asked what evidence there was that my coaching was successful. To answer that, I looked at the transcripts of the focus group and the words of the teachers during the coaching sessions. All teachers gave evidence that they were using strategies or materials provided through my coaching or that they were changing some of their practice to include more support of readers within their content-area classrooms.

Question 3 asked if I nurtured or obstructed a climate of growth and collegiality. The transcripts indicated that more than 40% of my utterances which were labeled as addressing the questions did show language that would be conducive to creating a collegial relationship needed for growth. Fewer than 5% of my utterances obstructed that climate.

Question 4 asked if I promoted rigor through my coaching. Nearly 50% of my utterances which were labeled as answering the research questions promoted rigor while few utterances showed a failure of promoting rigor. Since the purpose of coaching is to provide teachers with skills, strategies, and knowledge to help their students comprehend content area texts, it is important that I do promote rigor.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

Conclusions

This self-study of a literacy coach in a secondary school began with several questions about my practice. What does my coaching look like within the context of secondary teaching? What evidence is there that my coaching is successful? Do I create a climate of growth for the teachers? Do I promote rigor through my coaching? To answer those questions, I could guess at the answers, or I could give the answers that I wished to be fact. However, these answers would not necessarily be reality. "Self-study provides a means for examining the messages we give as compared to the messages we intend to give, paired with a critical examination of the self that is the medium of those messages" (Tidwell et al., 2009, p. xix). This self-study was a beginning to accurately answer those questions with evidence from my practice.

I coached three teachers from different content areas in a secondary school. I videotaped, transcribed, described, and analyzed coaching sessions with the teachers from several different perspectives. I voiced and clarified my thoughts after each session in reflective journals. I was able to seek answers to the questions through my words and actions on the videotapes, my words in the journals, and the words of the participating teachers. Through this study I became aware of some of the words and actions which characterized my practice.

The purpose of this chapter is to provide a summary of my results and discuss their implications. I will also suggest further research opportunities that could be developed from this self-study of literacy coaching in a secondary school.

Summary of My Results

In the spring of 2009, I videotaped a total of 13 coaching sessions over a ten-week period with three different secondary school teachers. These sessions ranged in length from 17 to 50 minutes with an average of 31 minutes per session. During the sessions, I provided resources and strategies, asked and answered clarifying questions, and listened as the teachers expressed joys and concerns about content area literacy. In addition I demonstrated literacy strategies in each teacher's classroom. At the close of the study, I met with the three teachers collectively in a focus group session. The audio portions of on the videotapes were transcribed. The transcriptions included descriptions of my actions including gestures, facial expressions, and body language during the coaching sessions.

I used a constant comparison methodology (Corbin & Strauss, 2008) to categorize and analyze my utterances and to provide answers to my research questions. This process was recursive as I examined, analyzed, and re-examined the data. Throughout this process, critical friends provided insight and critiques of my analysis of the data. They provided challenges to my thinking about the data as well as support and encouragement.

Through the analysis of the categories of the utterances, a picture emerged of what my coaching looked like in a secondary school. This picture showed that much of my talk with teachers included informing where I provided facts. This was important to the coaching process in order to increase the knowledge and skills of the teachers. The data also indicated that setting the tone was important to me as I established the purpose for our coaching sessions, complimented the teachers, or emphasized the collegial nature of our work. Several aspects of building a collegial relationship were indicated through the categorized utterances.

I also looked at the alignment of my utterances with the Leadership Standards for Middle and High School Literacy Coaches (IRA, 2006). I found that I met 62% of the performances of the Leadership Standards through my utterances in the coaching sessions. I met all of the performances under element 2.2: literacy coaches observe and provide feedback to teachers on instruction related to literacy development and content area knowledge.

Statements from the teachers in the focus group and during the coaching sessions indicated that I provided resources and strategies to the teachers. They indicated that those resources and strategies helped with literacy in their content-area classes.

My utterances during the coaching sessions showed that I helped create a climate of growth for the teachers through my use of words and phrases to indicate that the teachers and I were in a collegial, non-evaluative relationship. I often used the word *we* to indicate that our relationship was one of power with each other rather than my power over the teachers. I showed my vulnerability, humanness and willingness to grow professionally by admitting mistakes or lack of knowledge. My proximity to the teachers, body language, facial expressions, and gestures indicated that this was a relaxed and friendly relationship. There were a few utterances that might be construed as bragging or lack of knowledge which could obstruct that climate of growth. These types of utterances are ones of which I need to be aware to ensure they do not interfere with growth in future coaching sessions.

I stimulated rigor or acknowledged the use of rigor through utterances and demonstrations of literacy strategies in the classrooms of the teachers. However, I also failed to promote rigor when I failed to keep the discussion on the topic of literacy or when I did not return to the topic after being interrupted.

Implications

This research project began as a way to establish how I might improve my practice. In order to determine how it might be improved, I needed to know the present reality of my practice. I needed a clear picture of what it looked like, what was working, and what was not. This self-study has been a valuable experience both professionally and personally. Professionally, it has given me knowledge of my own practice that I use when interacting with colleagues, parents, or students. My personal value of strengthening positive interpersonal relationships in my professional practice is a clear theme through my utterances and actions. However, I am also more aware of some obstacles to those relationships. For example, an obstacle might be that I use words that might be misunderstood. Another obstacle was that I did not return to statements when interrupted. During the coaching sessions, the teachers and I were often interrupted by colleagues or the school intercom. I needed to find a designated place where there would be limited interruptions and distractions. I will work to negate as many of those obstacles as possible.

This self-study research experience shows a snapshot of a secondary literacy coach working with content teachers over a ten-week period of time. Other literacy coaches can observe their own practices through their own self-study. They, like me, can explore the relationship between their expectations and assumptions about their practices. Specifically, they can determine the look of their practice, the climate that is created, and the effectiveness of their work with teachers. They can ask how their words and actions help or hinder the coaching process and the professional growth of the teachers with whom they are working.

In this self-study, I videotaped coaching sessions with teachers. Teachers could also videotape their lessons. After the lesson, they could watch the tape and look for patterns and themes that develop. Specifically, they could look at their words, actions, and the reactions of students to learn the effectiveness of their work. This could lead to improvement in lesson delivery and student learning.

Secondary literacy coaches could meet with other literacy coaches over an extended period of time, perhaps the entire school year, to discuss their own practices, questions, successes, and how they determined the look of those practices and successes. Secondary literacy coaches could compare their practices with elementary literacy coaches. Self-study could be the tool that is used to help them grow professionally and personally.

The teachers and I were each to keep a reflective journal regarding our own thoughts and perceptions of the coaching sessions. The teachers' journals were very sparse and contained only a few words about what was said during sessions. I suggest that in future coaching sessions, the final 10 minutes could be used for both the coach and the teachers to write their reflections. Thus, the coach could model this strategy. In addition, the initial few minutes of each coaching session could be used to reread the reflections from the previous session. Coaches and teachers could discuss their thoughts from the previous one and use it as a springboard for the present session.

Critical friends assisted with the analysis and interpretation of the data. These same critical friends could interview the teachers during and after the study in order to hear more of the teachers' perceptions and allow them to have more of a voice in the study.

Generalizations

This was a self-study. The aim of a self-study is not to generalize to the other populations since each participant and researcher is unique. "We are in agreement that the aim of our research is to generate local, situated, provisional knowledge of teaching that will not only transform ourselves and our own practice, but trigger further deliberations, explorations, and change by other educators in their contexts" (LaBoskey, 2004, p. 1170). This study took place in a high school in the upper Midwest. Because of the demographics of minority students, economically disadvantaged students, and English Language Learners, the results are unique to this literacy coach, the participating teachers and this district and not able to be generalized to other coaches in districts representing different demographics. The participating teachers were all volunteers in this study. The results may not be generalized to schools where teachers are assigned to a literacy coach.

Although I cannot generalize about the types of utterances to the language used by other literacy coaches in other schools, I note some generalizations about myself. I often used language to set the tone of my work with teachers. I used inclusive pronouns such as *we* or *our* to indicate that this was a partnership. I believe the use inclusion help to establish a relationship in which both the coach and the coached can grow. My body language and facial expressions also contributed to that relationship. Using phrases such as *maybe we could look at finding a strategy that is more effective* rather than just to tell the teachers that they were using either no strategy or an ineffective strategy also helps build rapport and a collegial relationship. This relationship is one which must be established in any coaching situation, be it in secondary, elementary, middle level, or higher education. Other literacy coaches would need to find paths to building those collegial relationships built on respect and teamwork.

Recommendations for Further Research

This self-study provided answers to the research questions. However, it also created additional questions. These questions could be the basis for further research. This study lasted only ten weeks. How would my coaching look after six months or an entire school year? Would it change or remain static? Would there be fewer utterance of setting the tone and more of suggesting strategies or actions? Could the obstacles to growth be reduced? Would I expect more rigor from the teachers and myself? Would the teachers still be using the strategies provided? Because building a collegial relationship was a theme throughout the sessions, would the building of that relationship continue, or once established, would the relationship endure?

Other questions focus on the students. Did they learn to use the suggested strategies? Do they continue to use those strategies? Has the comprehension of content area texts improved? What are the students' attitudes toward reading in their content classes and have those attitudes changed because of being taught specific literacy strategies?

This self-study was conducted in a high school in the upper mid-west. How would the results compare with those of a literacy coach in a secondary school in another area of the country? Would they differ from those of a literacy coach in a secondary school of 400 or even 4,000 students rather than 1,600 students? Would they differ from a literacy coach that has been in practice for several years? The participating teachers were voluntarily participating, so would the coaching look different if the teachers were assigned or required to work with the literacy coach?

Final Thoughts

It is my personal nature to want to improve and progress. Average is not good enough for me, and I am not satisfied with mediocrity. Thus, the underlying question of this study was, "How can I improve my practice?" Because of my engagement in this self-study, I have greater insight into my practice and how I might improve my practice. Through this insight, I hope to improve my practice and therefore improve the professional lives of teachers and their students. I want to make a difference.

> The message is so simple we may not "get it." The message is one person always makes a difference. One person learns in dialogue with one other person. Together, we create a system. Together, we learn in that system. Together, we change that system. It's never easy. In fact, it's very difficult, and … it's well worth it (Anderson, 1995, p. 68).

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APPENDIX A

LEADERSHIP STANDARDS FOR MIDDLE AND HIGH SCHOOL LITERACY COACHES

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STANDARD 1: SKILLFUL COLLABORATORS
Content area literacy coaches are skilled collaborators who function effectively in middle school and/or high school settings.

ELEMENT 1.1 Working with the school's literacy team, literacy coaches determine the school's strengths (and need for improvement) in the area of literacy in order to improve students' reading, writing, and communication skills and content area achievement.

Performances

1.1.1 Literacy coaches assist the principal in developing a literacy team (if one does not already exist) composed of administrator(s), content teachers, resource teacher(s), and the literacy coach. Representatives of this team should be active on the school leadership team. If the school has a significant number of English language learners (ELLs), then an English as a second language (ESL) teacher should be part of the team.

1.1.2 Literacy coaches collaborate with members of the literacy team and school leadership team to conduct a school-wide literacy needs assessment.

1.1.3 Literacy coaches provide opportunities for small- and large-group discussions related to problems teachers are facing as a result of their students' poor literacy skills.

1.1.4 Literacy coaches communicate the findings of the school literacy needs assessment to staff and other stakeholders for their reflection and comment.

1.1.5 Using the needs assessment as a springboard for professional conversations, literacy coaches prioritize the needs and guide the development and implementation of a literacy improvement action plan that identifies

- specific, measurable literacy goals for each subject area
- specific literacy skills and strategies for each content area (and ESL classes) and other strategies common to all areas
- other activities and actions to support or extend school-wide literacy learning

1.1.6 Literacy coaches help school staff align curriculum to state and district requirements, including identifying skill gaps between grades and providing continuous feedback from grade level to grade level.

1.1.7 Literacy coaches conduct ongoing evaluations of the literacy improvement action plan at the school. They

- review achievement data
- survey faculty, students, and parents on the effectiveness of literacy strategies that have been implemented at the school
- review data from class observations of teachers implementing literacy strategies and student engagement with them
- communicate results to staff and other stakeholders
- make plans for the continuation, modification, or addition of literacy strategies in response to the feedback data

1.1.8 Literacy coaches skillfully manage time and resources in support of literacy coaching.

ELEMENT 1.2 Literacy coaches promote productive relationships with and among school staff.

Performances

1.2.1 Literacy coaches showcase effective strategies employed by content area teachers and encourage teachers to share their stories of success with one another.

1.2.2 Literacy coaches listen to and learn about the needs and concerns of students, staff, and parents and respond in a manner that inspires trust, communicates respect, and is nonjudgmental in nature.

1.2.3 Literacy coaches understand and respect issues of confidentiality.

1.2.4 Literacy coaches know what it means to be a coach and how that differs from being a supervisor.

1.2.5 Literacy coaches respond promptly to requests for assistance from teachers and school leaders.

1.2.6 Literacy coaches facilitate discussions between and among the leadership team and teachers on issues related to adolescent literacy. They set meeting agendas based on staff input and their own assessment of what students in various grade levels and content areas need to work on to meet district or school goals as outlined in the school's literacy improvement action plan.

1.2.7 Literacy coaches understand the secondary school culture and student, as well as the stresses and dilemmas secondary content area teachers must confront.
1.2.8 Literacy coaches demonstrate positive expectations for students' learning and share that vision of students' potential with teachers. This includes understanding the second-language acquisition process ELLs go through and conveying this to the teachers.

1.2.9 Literacy coaches apply concepts of adult learning and motivation in order to meet the needs of school staff who are in various stages of their careers. This includes using varied group configurations and presentation formats as needed to engage adult learners and identifying appropriate professional development settings and schedules.

1.2.10 Literacy coaches encourage language specialists in the school (e.g., ESL and reading teachers) to serve as resources for content area teachers to learn more about how students, especially ELLs, learn language.

1.2.11 Literacy coaches work to keep administrators informed and involved and enlist administrators' support for teachers with their literacy efforts.

ELEMENT 1.3 Literacy coaches strengthen their professional teaching knowledge, skills, and strategies.

Performances

1.3.1 Literacy coaches stay current with professional literature and the latest research on promising practices for adolescent literacy and adolescent ELL language development.

1.3.2 Literacy coaches routinely examine best practices and curriculum materials related to adolescent literacy for native and nonnative speakers of English.

1.3.3 Literacy coaches act in a manner that demonstrates their openness to new ideas.

1.3.4 Literacy coaches meet regularly (at least monthly) with other coaches in the school or school district to build professional skills and a sense of community.

1.3.5 Literacy coaches attend professional seminars, conventions, and other training in order to receive instruction on a core set of research-based literacy strategies and strategies for working with ELLs (both those literate and not literate in their native language) as well as to learn how to work effectively with adult learners.

STANDARD 2: SKILLFUL JOB-EMBEDDED COACHES
Content area literacy coaches are skilled instructional coaches for secondary teachers in the core content areas of English language arts, mathematics, science, and social studies.

ELEMENT 2.1 Literacy coaches work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of reading, writing, and communication strategies.
R D Job-Embedded Coaches
Performances

2.1.1 Literacy coaches assist teachers in the analysis and selection of diverse content area texts and instructional materials that link to multiple ability levels and multicultural perspectives, and connect to students' backgrounds, interests, and English language proficiency levels.

2.1.2 Literacy coaches assist teachers in developing instruction designed to improve students' abilities to read and understand content area texts and to spur student interest in more complex reading materials. They

- plan instruction around what teachers want students to learn from the text
- identify what might make it hard for students to learn from the text
- identify how teachers might use classroom time differently in order to improve reading for understanding
- select strategies to help teachers meet content goals and student needs
- determine what a teacher can do if students "don't get it" the first time
- identify appropriate literacy scaffolding strategies that accommodate ELLs' different proficiency levels but move them toward grade-level literacy

2.1.3 Literacy coaches provide content area teachers with professional development related to metacognitive reading strategies such as

- before-reading strategies: set purpose (information or pleasure), make distinct connections to prior knowledge, identify key terms, assess level of difficulty/length of selection, understand text organization and use text clues (headings, captions, photos, graphics, first/last paragraphs, key words such as sequence terms), and gain general sense of the topic/subtopics
- during-reading strategies: look for key concepts/main ideas and relate each paragraph to those, think out loud and ask questions of the text, apply various vocabulary techniques to understand unfamiliar words, take notes, and backtrack when confused
- after-reading strategies: confirm key concepts/main ideas, review reading, create graphic organizers, form opinions, write a summary, and synthesize information from several sources

2.1.4 Literacy coaches provide professional development related to literacy strategies that content area teachers could adopt and adapt for use in their classrooms, such as

- teacher modeling (involves teachers reading aloud texts and making their strategies and practices readily apparent to students)
- scaffolded instruction (involves teachers giving high support for students practicing new skills and then slowly decreasing that support to increase student self-sufficiency; also includes using oral language skills as a springboard to reading and writing skills for ELLs)
- apprenticeship models (involves teachers engaging students in content centered learning partnerships)

2.1.5 Literacy coaches explore with content area teachers cross-cultural communication patterns in speaking and writing and their relationship with literacy skills in English.

2.1.6 Literacy coaches have a repertoire of reading strategies at their disposal to share with and model for content area teachers (e.g., reciprocal teaching [Palincsar & Brown, 1984], K-W-L [Ogle, 1986], Directed Reading and Thinking Activity [Stauffer, 1969]). Literacy coaches help teachers determine which of these strategies are best used with the content being taught.

2.1.7 Literacy coaches provide professional development related to multiple vocabulary development strategies and help teachers determine which of these strategies are best used with the content being taught. Examples include

- contextual approaches (surrounding words and sentences; definitions in text through restatement, examples, and comparison and contrast)
- morphological approaches (study of the structure of words)
- cognates (words that have the same root or origin)
- definitional approaches (using related words to find meanings of unknown words such as *ideal/idealism*, *fallacy/fallacious*)
- signal words (words that alert reader that new information or certain information is coming)

2.1.8 Literacy coaches assist teachers with increasing the amount of writing instruction students receive and the amount of writing they do, as well as the quality and appropriateness of writing instruction and assignments. They also assist teachers with scaffolding writing genres particular to different content areas (e.g., lab reports, geometric proofs).

2.1.9 Literacy coaches provide professional development related to strategies to help students analyze and evaluate Internet sources for their usefulness, credibility, reliability, and consistency. This includes evaluating Internet sources written in a native language of some students.

2.1.10 Literacy coaches link teachers to evidence-based current research to help make research more tangible and applicable to their classrooms.

ELEMENT 2.2 Literacy coaches observe and provide feedback to teachers on instruction related to literacy development and content area knowledge.

Performances

2.2.1 Literacy coaches help to ensure that teachers understand that observations are not a threatening device but rather a tool to spark discussion and to reinforce the literacy emphasis within the school.

2.2.2 Literacy coaches regularly conduct observations of content classes to collect informal data on teacher use of instructional strategies and student engagement with the strategies aimed at increasing teachers' knowledge and skill at delivering literacy instruction.

2.2.3 Before and after observations, literacy coaches engage in reflective dialogue with teachers to

- clarify lesson objectives, including teachers' personal goals in delivering the lesson
- determine how to assess what students have learned
- identify the successes and challenges encountered in the lesson and what could be improved in terms of lesson content and delivery
- focus on next steps, including how teachers might adjust instruction and instructional settings to meet a range of literacy needs of individual students, including ELLs, and to foster learning in the content area

2.2.4 Literacy coaches demonstrate instructional strategies and provide ongoing support to teachers as they try out the strategies themselves.

ELEMENT 3.1 Literacy coaches lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student literacy needs as related to the curriculum and to instruction.

Performances

3.1.1 Literacy coaches develop a comprehensive assessment program that uses both formal and informal measures of achievement, including the use of

- content area standardized assessments in order to evaluate individual and school achievement and to track group progress from year to year
- specific literacy pre- and post-tests
- assessments that measure students' native language literacy skills
- English language development assessments for ELLs

- content area reading inventories that determine students' abilities to use text features and match reading abilities of students to level of text readability
- authentic assessments that test students' abilities to read a particular text in a content area and then write about it
- informal assessments such as teacher anecdotal records, student reflective journals, student strategy-use records, and/or student surveys
- student surveys about adolescent literacy practices outside of the classroom and topics of interest for reading and writing (in English and/or another language)

3.1.2 Literacy coaches set schedules for administering and analyzing formative and summative assessments in order to ensure assessments are able to inform instruction and become a tool for improvement.

3.1.3 As teachers implement new instructional literacy strategies, literacy coaches aid in the design and/or implementation of formative assessments to determine whether the strategy was successful.

3.1.4 Literacy coaches help teachers to standardize the scoring of writing and other measures of literacy.

3.1.5 Literacy coaches know current research and trends in assessment methodologies.

STANDARD 3: SKILLFUL EVALUATORS OF LITERACY NEEDS
Content area literacy coaches are skilled evaluators of literacy needs within various subject areas and are able to collaborate with secondary school leadership teams and teachers to interpret and use assessment data to inform instruction.
STANDARD Evaluators of Literacy Needs
ELEMENT 3.2 As dynamic supports for reflection and action, literacy coaches conduct regular meetings with content area teachers to examine student work and monitor progress.

Performances
3.2.1 Literacy coaches introduce content area teachers to ways to observe adolescents' literacy skills and ELLs' language development progress, and to derive meaning from those observations.

3.2.2 Literacy coaches host periodic meetings (held monthly or at the end of each grading period) with content area teachers during which they examine student work and evaluate their success with literacy strategies in light of formative and, when available, summative assessment data.

3.2.3 Literacy coaches help teachers analyze trends on content area achievement tests, including identifying

- whether student scores are consistently low and/or high in particular skill areas
- the progress of specific grade levels or departmental teams
- the achievement of different groups of students (e.g., data disaggregated by race or socioeconomic level)
- the growth of ELL progress toward English language proficiency

3.2.4 Literacy coaches help teachers use the analysis of various assessment results to determine which strategies—content or literacy—will move students to higher levels of achievement.

APPENDIX B

INVITATION TO PARTICIPATE

Invitation to Participate

I am currently a doctoral student at the University of Northern Iowa. As part of my degree work, I am studying how I coach secondary school teachers in helping their students read the content area texts. I would like to ask you if you would be interested in participating in a two-month study. The focus of the study is to determine how I as the researcher approach the coaching situation. It will attempt to answer the following questions What does my coaching look like within the context of secondary teaching? What evidence is there that my coaching is successful? Do I create a climate of growth for the teachers? If so, how do I create and strengthen that climate of growth? If not, what obstructs that climate of growth? Do I maintain collegiality while promoting rigor?

If you agree to participate in this study, I will provide some resources and present some strategies for you to try in your classroom. Depending on time and your level of comfort and interest, I may demonstrate some of the strategies in your classroom. After each session together, both you and I will write a reflection of the session, being completely honest about our feelings and thoughts about working together. At the end of the two months, the reflections will be analyzed to look for themes and patterns that emerge.

As part of the research I am doing, I will have a short interview with you to fill out before we begin our work together and after our two months of working together. The sessions in which we meet will be video and/or audio taped. Your name will never be used. Pseudonyms will be used in all reports and presentations. At the end of the study, you will be invited to participate in a discussion with the other teachers whom I am coaching and me about my actions as a coach and their impact on you.

Your participation is completely voluntary. Refusal to participate will involve no penalty. There are minimal risks associated with being in the study. You may feel discomfort in being videotaped, responding to questions concerning your teaching, and reflecting on the coaching sessions.

Do you have any questions? If not, I will leave this consent form with you. If you choose to participate in this study, please sign the form. If you are not interested, just let me know that also.

APPENDIX C

INFORMED CONSENT FORM

Informed Consent Form

Title of Study: Is the Coach Ready for the Game: A Self-study of Literacy Coaching at the Secondary Level.

Investigator: Barbara J. Perry

You are invited to take part in a research project conducted through the University of Northern Iowa. The University requires your signed consent to participate in this project. The following information is designed to help you make an informed decision whether to participate.

Nature and Purpose: The purpose of this study is to use self-study as a means for the literacy coach-researcher to examine her own teaching practices, specifically identifying the characteristics of a coach that improve the skills of the teachers to teach reading in their content areas. It will seek evidence that the coaching did indeed represent improvement. Examining myself through this lens will continue my own learning and provide additional insight, data, and reflection regarding the role of a secondary literacy coach. The study is of my practice and myself rather than of your teaching. There will be no evaluation of teaching involved.

Explanation of Procedure: This study will include a pre- and post-study interview, conferencing sessions conducted at least twice monthly for two months, and writing of reflections after each session. During the conferencing sessions, we will discuss data from student reading test scores, concerns that you have about reading in your classroom, and ways to alleviate those concerns. Presentations of strategies will be used, and, these strategies could be demonstrated in your classroom if you wish. All sessions will be video and/or audio taped. At the end of the study, you will be invited to participate in a focus group with other teachers also participating in the study. In this focus group, the participating teachers will discuss the coaching process and my performance in it. This will be videotaped and audio taped. If you do not wish the other participating teachers to know your identity, you may decline the invitation to participate in the focus group session. If you do participate, you will be expected to maintain confidentiality of the identity of the other secondary participants.

Each of the seven sessions (pre and post study interviews, sessions held twice monthly for two months, and the focus group) is expected to last approximately 45 minutes. A professional colleague from another district will look at the transcripts of the videotapes and the themes that I will identify from those tapes. She will ensure accuracy and completeness of identification of themes. Pseudonyms will be used in transcriptions, so no identifiers will be used. After the information is analyzed, the tapes will be destroyed and results will be available for you to see. You will have full access to the tapes, transcriptions, topics, and themes. The results will be shared in a dissertation, possible journal articles or conference presentations. In addition, the data may be the basis for a future study.

Statement of Discomforts and Risks: There are minimal risks associated with being in this study. You may feel a little discomfort in being videotaped, responding to questions concerning your teaching, and reflecting on the coaching sessions.

Benefits and Compensation: You will not be compensated for your participation in the study. However, you may gain an increased understanding of reading strategies that can be used in your content area classes.

Confidentiality: Information obtained from this study that could identify you will be kept confidential. Pseudonyms will be used in all transcriptions of audiotapes. Summarized information will be presented in a dissertation and may be published in a scholarly journal or reported at a conference. Information obtained during this study that could identify you will not be shared or discussed with any school administrator.

Right to Refuse or Withdraw: Participation in this study is entirely voluntary. You are free to withdraw from participation at any time or to choose not to participate at all. By doing so, you will not be penalized or lose benefits to which you are otherwise entitled.

Questions: If you have any questions regarding this study or your part in the study, you may contact me at 754-1130, ext. 1175 or my advisor, Dr. Penny Beed, Division of Literacy Education, University of Northern Iowa, at (319) 273-2070. You can also contact the office of the Human Participants Coordinator, University of Northern Iowa at (319) 273-6148, for further questions about the rights of research participants and the research review process.

Agreement:

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project, Is the Coach Ready for the Game: A Self-study of Literacy Coaching at the Secondary Level. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

(Signature of Participant) (Date)

(Printed name of Participant)

(Signature of Investigator) (Date)

(Signature of Advisor) (Date)

APPENDIX D

PARTICIPANT PRE-STUDY INTERVIEW QUESTIONS

Name ________________________

Degree(s) ______________________________________
Endorsement(s) ____
Years of teaching experience __________________
School duties outside the classroom ____

____

What are some of the factors that pose the greatest challenges in helping your students to be successful in your classroom? Which is the factor representing your biggest challenge, the next greatest challenge, etc. through the fourth greatest challenge?

______ ____________________________

______ ____________________________

______ ____________________________

______ ____________________________

______ ____________________________

______ ____________________________

______ ____________________________

______ ____________________________

What do you believe will help to diminish these challenges for your students? _________

____

____

____

____

Which content literacy strategies do you currently use in your teaching? (Briefly describe.) ____

____

In what ways do you assist students who appear not to comprehend the text? __________

____

____

APPENDIX E

PARTICIPANT POST-STUDY INTERVIEW QUESTIONS

Name ________________________

In your pre-study questionnaire, you indicated that ...(individual teacher response)...was an area in which your students seemed to struggle. Do you feel the strategies you learned were effective in helping them overcome those struggles? Describe why or why not. ____

____

____

____

Which content literacy strategies do you currently use in your teaching? (Briefly describe.) ____

____

In what ways do you assist students who appear not to comprehend the text? __________

____

____

How effective was Barbara Perry in preparing you to teach the content strategies? Rate it on a scale of 1 (not effective at all) to 4 (highly effective). Describe why you rated it that way. ____

____

____

What would have prepared you better? ____

____

What support will help you improve and sustain the use of content literacy strategies? ___

____

____

APPENDIX F

NUMBERS AND PERCENTAGES OF CATEGORIES FROM SESSIONS 2 THROUGH 5 WITH KIM

Session #2 with Kim	n=	question 47 (14%)	% question	% utterances	stating 293 (86%)	% state	% utterances
acknowledging	18	1	2.1%	0.3%	17	5.8%	5.0%
agreeing	9				9	3.1%	2.7%
answering	1				1	0.3%	0.3%
asking for clarification	5	5	10.6%	1.5%			
clarifying	1				1	0.4%	0.3%
connecting with content	2				2	0.7%	0.6%
connecting with teacher	1				1	0.3%	0.3%
directing	7	1	2.1%	0.3%	6	2.1%	1.8%
drawing on prior knowledge	2				2	0.7%	0.6%
establishing credibility	1				1	0.3%	0.3%
explaining	47				47	16.0%	13.8%
expressing emotion	1				1	0.3%	0.3%
expressing opinion	3				3	1.0%	0.9%
hypothesizing	4				4	1.4%	1.2%
informing	122				122	41.6%	35.9%
inviting response	8	6	12.8%	1.8%	2	0.7%	0.6%
probing	22	22	46.8%	6.5%			
redirecting	1				1	0.3%	0.3%
reiterating	4				4	1.4%	1.2%
reviewing	1				1	0.3%	0.3%

(table continues)

setting tone	48	10	21.3%	3.0%	38	13.%	11.2%
showing vulnerability	2				2	0.7%	0.6%
suggesting action	17	1	2.1%	0.3%	16	5.5%	4.7%
suggesting strategy	3	1	2.1%	0.3%	2	0.7%	0.6%
validating	10				10	3.4%	3.0%

Session #3 with Kim	n=	question (19) 10%	% question	% utterances	stating (169) 90%	% state	% utterances
acknowledging	4				4	2.4%	2.1%
agreeing	3				3	1.8%	1.6%
answering	1				1	0.6%	0.5%
asking for clarification	2	2	10.5%	1.1%			
clarifying	2				2	1.2%	1.1%
connecting with content	1	1	5.3%	0.5%			
contradicting	1				1	0.6%	0.5%
directing	3				3	1.8%	1.6%
establishing credibility	1				1	0.6%	0.5%
explaining	18				18	10.7 %	9.6%
giving neutral response	1				1	0.6%	0.5%
hypothesizing	1				1	0.6%	0.5%
informing	65				65	38.5 %	34.6%
inviting response	1	1	5.3%	0.5%			
probing	8	8	42.1%	4.3%			
promising action	3				3	1.8%	1.6%

promising resource	7				7	4.1%	3.7%
redirecting	1				1	0.6%	0.5%
reiterating	1				1	0.6%	0.5%
setting tone	42	5	26.3%	2.7%	37	21.9%	19.7%
showing vulnerability	7	1	5.3%	0.5%	6	3.6%	3.2%
suggesting action	9				9	5.3%	4.8%
using humor	1	1	5.3%	0.5%			
validating	4				4	2.4%	2.1%

Session #4 with Kim	n=	question (29) 9%	% question	% utterances	stating (281) 91%	% state	% utterances
acknowledging	15				15	5.3%	4.8%
agreeing	1				1	0.4%	0.3%
answering	3				3	1.1%	1.0%
asking for clarification	2	2	6.9%	0.7%			
clarifying	1	1	3.5%	0.3%			
connecting with teacher	3				3	1.1%	1.0%
contrasting	6	1	3.5%	0.3%	5	1.8%	1.6%
drawing on prior knowledge	2				2	0.7%	0.7%
establishing credibility	1				1	0.4%	0.3%
explaining	53				53	18.9%	17.1%
expressing emotion	1				1	0.4%	0.3%
giving neutral response	2	1	3.5%	0.3%	1	0.4%	0.3%
informing	131				131	46.6%	42.3%
inviting response	2	2	6.9%	0.7%			
probing	10	10	34.5%	3.2%			
promising action	1				1	0.4%	0.3%
redirecting	5	1	3.5%	0.3%	4	1.4%	1.3%
reiterating	1				1	0.4%	0.3%
reviewing	2				2	0.7%	0.7%
setting tone	47	8	27.6%	2.6%	39	13.9%	12.6%
showing vulnerability	1				1	0.36%	0.32%

(table continues)

suggesting action	10	2	6.9%	0.7%	8	2.9%	2.6%
using humor	6	1	3.5%	0.3%	5	1.8%	1.6%
validating	4				4	1.4%	1.3%

Session #5 with Kim	n =	question (17) 9%	% question	% utterances	stating (181) 91%	% state	% utterances
acknowledging	10				10	5.5%	5.1%
agreeing	3				3	1.7%	1.5%
asking for clarification	2	2	11.8%	1.1%			
contradicting	1				1	0.6%	0.5%
drawing on prior knowledge	1				1	0.6%	0.5%
explaining	19				19	10.5%	9.6%
expressing emotion	3				3	1.7%	1.5%
expressing opinion	1				1	0.6%	0.5%
hypothesizing	2				2	1.1%	1.0%
informing	81				81	44.8%	40.9%
inviting response	1	1	5.9%	0.5%			
probing	6	6	35.3%	3.1%			
promising resource	5				5	2.8%	2.5%
qualifying a statement	3				3	1.7%	1.5%
redirecting	1	1	5.9%	0.5%			
reiterating	1				1	0.6%	0.5%
reviewing	1				1	0.6%	0.5%
setting tone	39	7	41.2%	3.6%	32	17.7%	16.2%
suggesting action	10				10	5.5%	5.1%
suggesting strategy	1				1	0.6%	0.5%
using humor	4				4	2.2%	2.0%
validating	3				3	1.7%	1.5%

APPENDIX G

NUMBERS AND PERCENTAGES OF CATEGORIES FROM SESSIONS WITH OTTO

Session #1 with Otto	n =	question 31 (15%)	% quest	% utterances	stating 178 (85%)	% state	% utterances
acknowledging	12				12	6.7%	5.7%
agreeing	2				2	1.1%	1.0%
answering	2				2	1.1%	1.0%
asking for clarification	1	1	3.2%	0.5%			
clarifying	3	3	9.7%	1.4%			
connecting with content	3	2	6.5%	1.0%	1	0.6%	0.5%
contradicting	1				1	0.6%	0.5%
drawing on prior knowledge	1				1	0.6%	0.5%
establishing credibility	2				2	1.1%	1.0%
explaining	8				8	4.5%	3.8%
expressing emotion	2				2	1.1%	1.0%
informing	65				65	36.5%	31.1%
inviting response	2	2	6.5%	1.0%			
probing	12	12	38.7%	5.7%			
promising action	4				4	2.3%	1.9%
redirecting	4	3	9.7%	1.4%	1	0.6%	0.5%
reiterating	2				2	1.1%	1.0%
setting tone	59	6	19.4%	2.9%	53	29.8%	25.4%
showing vulnerability	1				1	0.6%	0.5%
suggesting action	11				11	6.2%	5.3%
using humor	2	1	3.2%	0.5%	1	0.6%	0.5%
validating	10	1	3.2%	0.5%	9	5.1%	4.3%

Session #2 with Otto	n =	question 23 (9%)	% question	% utterances	stating 239 (91%)	% state	% utterances
acknowledging	23				23	9.6%	8.8%
agreeing	4				4	1.7%	1.5%
answering	3				3	1.3%	1.1%
connecting with content	2	1	4.4%	0.4%	1	0.4%	0.4%
contradicting	1				1	0.4%	0.4%
contrasting	2				2	0.8%	0.8%
drawing on prior knowledge	6				6	2.5%	2.3%
explaining	24	3	13.0%	1.2%	21	8.8%	8.0%
hypothesizing	3				3	1.3%	1.1%
informing	98	3	13.0%	1.2%	95	39.8%	36.3%
inviting response	2	2	8.7%	0.8%			0.0%
probing	5	5	21.7%	1.9%			0.0%
promising action	1				1	0.4%	0.4%
redirecting	5	2	8.7%	0.8%	3	1.3%	1.1%
reiterating	7				7	2.9%	2.7%
setting tone	49	6	26.1%	2.3%	43	18.0%	16.4%
suggesting action	7				7	2.9%	2.7%
suggesting strategy	7				7	2.9%	2.7%
using humor	3	1	4.4%	0.4%	2	0.8%	0.8%
validating	10				10	4.2%	3.8%

Session #3 with Otto	n =	question 23 (21%)	% question	% utterances	stating 89 (79%)	% state	% utterances
acknowledging	12	1	4.4%	0.9%	11	12.4%	9.8%
agreeing	1				1	1.1%	0.9%
answering	1	1	4.4%	0.9%			
asking for clarification	2	2	8.7%	1.8%			
connecting with content	3				3	3.4%	2.7%
contrasting	1				1	1.1%	0.9%
drawing on prior knowledge	1				1	1.1%	0.9%
explaining	13				13	14.6%	11.6%
expressing opinion	3				3	3.4%	2.7%
hypothesizing	1				1	1.1%	0.9%
informing	30				30	33.7%	26.8%
inviting response	1	1	4.4%	0.9%			
probing	7	7	30.4%	6.3%			
redirecting	2	2	8.7%	1.8%			
reiterating	1				1	1.1%	0.9%
reviewing	1				1	1.1%	0.8*%
setting tone	21	7	30.4%	6.3%	14	15.7%	12.5%
suggesting strategy	1				1	1.1%	0.9%
using humor	5	2	8.7%	1.8%	3	3.4%	2.7%
validating	5				5	5.6%	4.5%

Session #4 with Otto	n =	question 21 (13%)	% question	% utterances	stating 141 (87%)	% state	% utterances
acknowledging	15	1	4.8%	0.6%	14	9.9%	9.3%
answering	1				1	0.7%	0.6%
explaining	22				22	15.6%	13.0%
hypothesizing	1				1	0.7%	0.6%
informing	59				59	41.8%	36.4%
probing	6	6	28.6%	3.7%			
promising resource	1				1	0.7%	0.6%
promising action	2				2	1.4%	1.2%
redirecting	4	3	14.3%	1.9%	1	0.7%	0.6%
reiterating	8				8	5.7%	4.9%
reviewing	1				1	0.7%	0.6%
setting tone	34	9	42.9%	5.6%	25	17.7%	15.4%
suggesting action	3	2	9.5%	1.2%	1	0.7%	0.6%
using humor	3				3	2.1%	1.9%
validating	2				2	1.4%	1.2%

All Sessions with Otto	n = 745	question 98 (13%)	% of quest	% of total utter	stating 647 (87%)	% of state	% of total utter
acknowledging	62	2	2.0%	0.3%	60	9.3%	8.1%
agreeing	7				7	1.1%	0.9%
answering	7	1	1.0%	0.1%	6	0.9%	0.8%
asking for clarification	3	3	3.1%	0.4%			
clarifying	3	3	3.1%	0.4%			
connecting with content	8	3	3.1%	0.4%	5	0.8%	0.7%
contradicting	2				2	0.3%	0.3%
contrasting	3				3	0.5%	0.4%
drawing on prior knowledge	8				8	1.2%	1.1%
establishing credibility	2				2	0.3%	0.3%
explaining	67	3	3.1%	0.4%	64	9.9%	8.6%
expressing emotion	2				2	0.3%	0.3%
expressing opinion	3				3	0.5%	0.4%
hypothesizing	5				5	0.8%	0.7%
informing	252	3	3.1%	0.4%	249	38.5 %	33.4%
inviting response	5	5	5.1%	0.7%			
probing	30	30	30.6%	4.0%			
promising action	7				7	1.1%	0.9%
promising resource	1				1	0.2%	0.1%
redirecting	15	10	10.2%	1.3%	5	0.8%	0.7%
reiterating	18				18	2.8%	2.4%
reviewing	2				2	0.3%	0.3%

(table continues)

setting tone	163	28	28.6%	3.8%	135	20.9%	18.1%
showing vulnerability	1				1	0.2%	0.1%
suggesting action	21	2	2.0%	0.3%	19	2.9%	2.6%
suggesting strategy	8				8	1.2%	1.1%
using humor	13	4	4.1%	0.5%	9	1.4%	1.2%
validating	27	1	1.0%	0.1%	26	4.0%	3.5%

APPENDIX H

NUMBERS AND PERCENTAGES OF CATEGORIES FROM SESSIONS WITH PATRICK

Session #1 with Patrick	n =	question 34 (18%)	% quest	% utterances	stating 158 (82%)	% state	% utterances
acknowledging	12				12	7.6%	6.3%
agreeing	6				6	3.8%	3.1%
answering	1				1	0.6%	0.5%
asking for clarification	4	4	11.8%	2.1%			
clarifying	4	2	5.9%	1.0%	2	1.3%	1.0%
connecting with content	1				1	0.6%	0.5%
contradicting	1				1	0.6%	0.5%
contrasting	1				1	0.6%	0.5%
drawing on prior knowledge	7	3	8.8%	1.6%	4	2.5%	2.1%
establishing credibility	1				1	0.6%	0.5%
explaining	5				5	3.2%	2.6%
hypothesizing	3				3	1.9%	1.6%
informing	75				75	47.5%	39.1%
inviting response	7	6	17.7%	3.1%	1	0.6%	0.5%
probing	8	8	23.5%	4.2%			
promising resource	1				1	0.6%	0.5%
qualifying statement	1				1	0.6%	0.5%
redirecting	7	4	11.8%	2.1%	3	1.9%	1.6%
reiterating	2				2	1.3%	1.0%
setting tone	31	5	14.7%	2.6%	26	16.5%	13.5%

(table continues)

suggesting action	8				8	5.1%	4.2%
using humor	5	2	5.9%	1.0%	3	1.9%	1.6%
validating	1				1	0.6%	0.5%

Sessions #2 with Patrick	n = 278	question 10 (4%)	% quest	% utterances	stating 268 (96%)	% state	% utterances
acknowledging	6	1	10.0%	0.4%	5	1.9%	1.8%
agreeing	8				8	3.0%	2.9%
answering	1				1	0.4%	0.4%
asking for clarification	1	1	10.0%	0.4%			
directing attention	4				4	1.5%	1.4%
drawing on prior knowledge	6				6	2.2%	2.2%
explaining	27				27	10.1%	9.7%
expressing opinion	6				6	2.2%	2.2%
giving neutral response	1				1	0.4%	0.4%
hypothesizing	12				12	4.5%	4.3%
informing	133				133	49.6%	47.8%
inviting response	3	2	20.0%	0.7%	1	0.4%	0.4%
probing	4	4	40.0%	1.4%			
promising action	2				2	0.8%	0.7%
qualifying statement	2				2	0.8%	0.7%
redirecting	13	1	10.0%	0.4%	12	4.5%	4.3%
setting tone	23	1	10.0%	0.4%	22	8.2%	7.9%
showing vulnerability	2				2	0.8%	0.7%
suggesting action	19				19	7.1%	6.8%
using humor	5				5	1.9%	1.8%

Session #3 with Patrick	n =	question 14 (15%)	% quest	% utterances	stating 79 (85%)	% quest	% utterances
acknowledging	4				4	5.1%	4.3%
answering	1				1	1.3%	1.1%
asking for clarification	2	2	14.3%	2.2%	2	2.5%	2.2%
clarifying	2				2	2.5%	2.2%
contrasting	1				1	1.3%	1.1%
drawing on prior knowledge	1				1	1.3%	1.1%
explaining	8				8	10.1%	8.6%
expressing emotion	1				1	1.3%	1.1%
hypothesizing	2				2	2.5%	2.2%
informing	34				34	43.0%	36.6%
probing	6	6	42.9%	6.5%			
promising action	1				1	1.3%	1.1%
redirecting	3	1	7.1%	1.1%			
setting tone	14	3	21.4%	3.2%	11	13.9%	11.8%
showing vulnerability	3				3	3.8%	3.2%
suggesting action	3	2	14.3%	2.2%	1	1.3%	1.1%
using humor	1				1	1.3%	1.1%
validating	6				6	7.6%	6.5%

Session #4 with Patrick	n =	question 7 (6%)	% quest	% utterances	stating 115 (94%)	% state	% utterances
acknowledging	4				4	3.5%	3.3%
agreeing	2				2	1.7%	1.6%
asking for clarification	1	1	14.3%	0.8%			
contrasting	1				1	0.9%	0.8%
drawing on prior knowledge	2				2	1.7%	1.6%
establishing credibility	1				1	0.9%	0.8%
explaining	7				7	6.1%	5.7%
hypothesizing	4				4	3.5%	3.3%
informing	47				47	40.9%	38.5%
inviting response	1				1	0.9%	0.8%
probing	2	2	28.6%	1.6%			
promising resource	1				1	0.9%	0.8%
qualifying statement	2				2	1.7%	1.6%
redirecting	2	1	14.3%	0.8%	1	0.9%	0.8%
setting tone	25	2	28.6%	1.6%	23	20.0%	18.9%
suggesting action	7				7	6.1%	5.7%
suggesting strategy	1				1	0.9%	0.8%
using humor	3	1	14.3%	0.8%	2	1.7%	1.6%
validating	9				9	7.8%	7.4%

All Sessions with Patrick	n = 685	question 65 (9%)	% quest	% utter	stating 620 (91%)	% state	% utter
acknowledging	26	1	1.5%	0.1%	25	4.0%	3.7%
agreeing	16				16	2.6%	2.3%
answering	3				3	0.5%	0.4%
asking for clarification	10	8	12.3%	1.2%	2	0.3%	0.3%
clarifying	6	2	3.1%	0.3%	4	0.7%	0.6%
connecting with content	1				1	0.2%	0.2%
contradicting	1				1	0.2%	0.2%
contrasting	3				3	0.5%	0.4%
directing attn	4				4	0.7%	0.6%
drawing on prior knowledge	16	3	4.6%	0.4%	13	2.1%	1.9%
establishing credibility	2				2	0.3%	0.3%
explaining	47				47	7.6%	6.9%
expressing emotion	1				1	0.2%	0.2%
expressing opinion	6				6	1.0%	0.9%
giving neutral response	1				1	0.2%	0.2%
hypothesizing	21				21	3.4%	3.1%
informing	289				289	46.6%	42.2%
inviting response	11	8	12.3%	1.2%	3	0.5%	0.4%
probing	20	20	30.8%	2.9%			
promising action	3				3	0.5%	0.4%
promising resource	2				2	0.3%	0.3%
qualifying statement	5				5	0.8%	0.7%
redirecting	23	7	10.8%	1.0%	16	2.6%	2.3%

(table continues)

reiterating	2				2	0.3%	0.3%
setting tone	93	11	16.9%	1.6%	82	13.2%	12.0%
showing vulnerability	5				5	0.8%	0.7%
suggesting action	38	3	4.6%	0.4%	35	5.7%	5.1%
suggesting strategy	1				1	0.2%	0.2%
using humor	13	2	3.1%	0.3%	11	1.8%	1.6%
validating	16				16	2.6%	2.3%

APPENDIX I

EXAMPLE OF A REFLECTIVE JOURNAL ENTRY

Session 3

Today Otto was not in his room at our appointment time. I sent an email asking him to let me know when it would work to meet. This is one problem with having a self-imposed deadline…I want to meet with teachers and they don't seem to have the same drive to meet with me.

However, Otto did come to my desk later in the period and we met in my conference room.

One of the things I notice about all the teachers is that they are driven by their content. I want to talk about reading and understanding the content, and they want to talk about the content. I did try to listen attentively, but I also needed to get it back to comprehending the text. Otto did tell me about a couple of good strategies he uses (giving a purpose and connecting to life experiences). I praised him for using them, and then asked what else I could do for him. He talked about having me make crossword puzzles for vocab extra credit. I did try to tell him that crosswords were not necessarily the best strategy, but that they were better than word finds. I guess getting resources is a good step toward gaining trust, and trust is a good step toward literacy coaching. It is not the end step, but it is a step.

Otto also said that I could go on a field trip with his class to Consumer's Energy when they go see the wind turbines. I think I want to be more than a chaperone as a lit coach, but again, it is a step.

Otto seems to feel very comfortable with me.

I don't get the feeling that Otto tried the strategy that I modeled of thinking with a partner with his class. He asked the boys what they thought of it and they said that it took too much time. So instead of giving it another shot, he gave in.

I think I will want to work with Otto the rest of the year. Perhaps it will not be as often as before, but still to continue to try to help with the comp strategies.

And I do want to write for one of his professional journals.

APPENDIX J

EXAMPLE OF A JOURNAL ENTRY WITH CATEGORIES

Today Otto was not in his room at our appointment time.	tchr	action	taken
I sent an email asking him to let me know when it would work to meet.	bjp	action	taken
This is one problem with having a self-imposed deadline.	bjp	self	frustration
I want to meet with teachers and they don't seem to have the same drive to meet with me.	bjp	self	frustration
However, Otto did come to my desk later in the period and we met in my conference room.	tchr	action	taken
One of the things I notice about all the teachers is that they are driven by their content.	tchr	validating	
I want to talk about reading and understanding the content, and they want to talk about the content.	bjp	self	frustration
I did try to listen attentively,	bjp	relationship	
but I also needed to get it back to comprehending the text.	bjp	rigor	
Otto did tell me about a couple of good strategies he uses (giving a purpose and connecting to life experiences).	tchr	validating	
I praised him for using them, and then asked what else I could do for him.	tchr	validating	
He talked about having me make crossword puzzles for vocab extra credit.	tchr	action	self
I did try to tell him that crosswords were not necessarily the best strategy, but that they were better than word finds.	bjp	rigor	
I guess getting resources is a good step toward gaining trust, and trust is a good step toward literacy coaching.	bjp	relationship	
It is not the end step, but it is a step.	bjp	rigor	

(table continues)

Otto also said that I could go on a field trip with his class to Consumer's Energy when they go see the wind turbines.	tchr	action	self
I think I want to be more than a chaperone as a lit coach, but again, it is a step.	bjp	self	frustration
Otto seems to feel very comfortable with me.	bjp	self	relationship
I don't get the feeling that Otto tried the strategy that I modeled of thinking with a partner with his class.	tchr	rigor	
He asked the boys what they thought of it	tchr	action	tchr
and they said that it took too much time.	std	rationale	
So instead of giving it another shot, he gave in.	tchr	action	tchr
I think I will want to work with Otto the rest of the year.	bjp	relationship	
Perhaps it will not be as often as before, but still to continue to try to help with the comp strategies.	bjp	rationale	
And I do want to write for one of his professional journals.	bjp	action	self