

LITERACY COACH HANDBOOK

Office of Elementary Education and Reading



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child



MDE Literacy Coach Handbook

*Revised April 2022

State Superintendent of Education

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STRONG READERS
STRONG LEADERS
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Mississippi Board of Education

Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

5-Year Strategic Plan

Goals:

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher

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Literacy-Based Promotion Act Overview

The purpose of the *Literacy-Based Promotion Act* is to improve the reading skills of Kindergarten and First through Third grade public school students so that every student completing 3rd grade reads at or above grade level. The intent is to increase the proficiency of all students in reading by the end of their 3rd grade year of school.

3rd Grade Reading Summative Assessment – Beginning in the 2018-2019 school year, a student scoring in the two lowest achievement levels in reading on the established state assessment for 3rd grade will not be promoted to 4th grade. There are four paths a student can take to achieve a passing score for promotion. First, a student can score a 3, 4, or 5 (pass/not passed) on the initial assessment. Second, a student can score a 3, 4, or 5 (passed/not passed) on the first retest given in May. Third, a student can receive a composite reading *and* writing score of 3, 4, or 5 when composite scores are returned in June. Finally, a student can receive a score of 3, 4, or 5 on the second retest over the summer.

Social Promotion – A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.

Public School Requirements

- If a K - 3 student has been identified with a substantial deficit in reading, the teacher will **immediately**, and with each quarterly progress report, **notify parents or legal guardians of the following in writing**:
 - o Determination of a substantial deficit in reading;
 - o Description of student services and supports presently provided;
 - o Description of proposed supplemental instruction and support to remediate the student's deficit areas;
 - o Strategies for parents to use to help students at home; and,
 - o Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade
- Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

Good Cause Exemptions

- A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for **good cause**:
 - A. Limited English Proficient students with less than two (2) years of instruction in English Language Learner program;
 - B. Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;

- C. Students with a disability who participate in the accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency or was previously retained;
- D. Student who demonstrates an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and,
- E. Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.

A student who is promoted to Fourth Grade with a good cause exemption shall be provided intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student promoted. The school district shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among students with persistent reading difficulties.

LBPA (2016) Technical Amendments

For reference, please see the following summary of changes:

- **SECTION 1.** *Section 37-177-1, Individual Reading Plan (IRP)* The intensive reading instruction and intervention must be documented for each student in an **individual reading plan**.
 - **Lines 37 -52** list the steps that must occur and the documentation that is required to develop the IRP.
- **SECTION 5.** *Section 37-177-11, A Third-Grade student who does not meet the academic requirements for promotion to the Fourth Grade may be promoted by the school district only for good cause.*
 - **Good Cause Exemption C** is applied when a student who has an IEP or Section 504 plan has received **EITHER** intensive remediation for more than two years **OR** was previously retained for one year. Previously, students would have to meet both requirements. **Line 168** documents the change from “**and**” to “**or**”.
- Beginning in the **2018 -2019** school year, if a student’s reading deficiency is not remedied by the end of the student’s Third-Grade year, as demonstrated by the student scoring above the **lowest two (2)** achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade. **Lines 144-150** detail this amendment

Mississippi State Board Policy Rule 41.1 paragraph 7 states, “All students in grades Kindergarten through 3rd shall be administered a state-approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading.”

Literacy Coach Job Description

General Responsibilities

Literacy Coaches will work with the Mississippi Department of Education to coordinate the Literacy-Based Promotion Act and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. Literacy Coaches will provide a non-threatening, open, professional, and collaborative work relationship with district-level school personnel, school-based literacy coaches, principals, and teachers. They will be required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of 3rd grade.

Responsibilities

School Level

- Provide daily technical support (at least 85% of the school week) to school-based coaches or lead teachers in their capacity to support instruction of the 5 components of reading, implement curriculum, administer assessments, analyze data, and utilize technology.
- Model effective coaching and conferencing techniques.
- Assist administrators, school-based literacy coaches, and teachers in addressing grade specific curriculum by developing an effective school-wide literacy plan and providing strategies for monitoring the plan's implementation.
- Design and conduct professional development to meet the varied needs of school-based literacy coaches and teachers.
- Conference with individual coaches or lead teachers to ensure that teachers assigned to them have specific goals and plans for improving practice.
- Provide clear, practical, timely, and candid written and oral feedback to school-based coaches about their coaching practices and to teachers about their instruction.
- Meet regularly with principals, school-based coaches, and teachers to review data and make recommendations for adjustments in instructional practices.
- Maintain an organized system for documenting coaching services (e.g., MS SOARS).

District and Regional Level

- Collaborate with other Literacy Coaches to support the Literacy-Based Promotion Act.
- Assist principals, school-based literacy coaches, and lead teachers in providing regular and user-friendly data reports to their respective districts and other stakeholders.
- Provide on-going training and support for school-based educators within and across regions.
- Provide guidance for sharing data with a variety of audiences.

State Level

- Communicate a consistent message as established by the Mississippi Department of Education in support of the Literacy-Based Promotion Act.
- Participate in on-going training, support, and networking to promote grade-level reading.

- Maintain and promptly submit reports on progress of teaching and learning specific to literacy in K-3 schools assigned.
- Provide training to educators across the state.

Knowledge, Skills, and Attributes

Knowledge: A thorough understanding of the following is vital:

- Reading processes, acquisition, assessment, and instruction,
- Systematic, explicit instructional process,
- Instructional coaching approaches and strategies for teaching adult learners,
- Scientific reading research and its application to effective classroom instruction, structure, and practices, as well as intervention,
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS for ELA)*,
- Multi-Tiered Support System, and
- Data analysis and application.

Skills: Acquisition of the following expertise is crucial:

- Systematic, explicit, instructional delivery,
- Ability to effectively prioritize, schedule, manage, and organize multiple daily tasks to achieve goals,
- Ability to administer and interpret reading assessments and use data to determine professional development needs, and recommend changes to improve school-wide and/or classroom instructional practices,
- Ability to rapidly acquire and apply new skills and information,
- Ability to provide effective instructional feedback,
- Ability to identify problems and develop appropriate solutions, and
- Use effective written and oral communication skills, including the ability to engage in difficult and candid conversations with a variety of stakeholders.

Attributes: The following personal qualities are essential:

- Sense of urgency for literacy achievement,
- Motivating others to perform at high standards,
- High degree of professionalism to ensure and protect the confidentiality of educators and students,
- Strong work ethic, self-directed and reliable, and the ability to work both independently and collaboratively,
- High quality interpersonal skills and the ability to relate to and interact with adults exhibiting a range of abilities and dispositions,
- Persistent despite obstacles,
- Ability to orchestrate change,
- Valuing lifelong learning,
- Belief that a coach can make a difference, despite the nature of the challenges, and
- Desire to grow professionally.

Regional Literacy Coordinator Job Description

General Responsibilities

Regional Literacy Coordinators will work with the Mississippi Department of Education to coordinate the Literacy-Based Promotion Act and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. Regional Literacy Coordinators will provide a non-threatening, open, professional, and collaborative work relationship with district-level school personnel, school-based literacy coaches, principals, and teachers. They will also work with literacy coaches to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of 3rd grade.

Responsibilities

School Level

- Provide daily technical support (at least 85% of the school week) to school-based coaches or lead teachers in their capacity to support instruction of the 5 components of reading, implement curriculum, administer assessments, analyze data, and utilize technology.
- Model effective coaching and conferencing techniques.
- Assist administrators, school-based literacy coaches, and teachers in addressing grade specific curriculum by developing an effective school-wide literacy plan and providing strategies for monitoring the plan's implementation.
- Design and conduct professional development to meet the varied needs of school-based literacy coaches and teachers.
- Conference with individual coaches or lead teachers to ensure that teachers assigned to them have specific goals and plans for improving practice.
- Provide clear, practical, timely, and candid written and oral feedback to school-based coaches about their coaching practices and to teachers about their instruction.
- Meet regularly with principals, school-based coaches, and teachers to review data and make recommendations for adjustments in instructional practices.
- Maintain an organized system for documenting coaching services (e.g., MS SOARS).

District and Regional Level

- Collaborate with other Regional Coordinators and Literacy Coaches to support the Literacy-Based Promotion Act.
- Assist principals, school-based literacy coaches, and lead teachers in providing regular and user-friendly data reports to their respective districts and other stakeholders.
- Provide on-going training and support for school-based educators within and across regions.
- Provide guidance for sharing data with a variety of audiences.

State Level

- Communicate a consistent message as established by the Mississippi Department of Education in support of the Literacy-Based Promotion Act.
- Participate in on-going training, support, and networking to promote grade-level reading.

- Maintain and promptly submit reports on progress of teaching and learning specific to literacy in K-3 schools assigned.
- Provide training to educators across the state.

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- Multi-Tiered Support System, and
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- Strong work ethic, self-directed and reliable, and the ability to work both independently and collaboratively,
- High quality interpersonal skills and the ability to relate to and interact with adults exhibiting a range of abilities and dispositions,
- Persistent despite obstacles,
- Ability to orchestrate change,
- Valuing lifelong learning,
- Belief that a coach can make a difference, despite the nature of the challenges, and
- Desire to grow professionally.

Science of Reading

Mississippi's Approach to K-3 Literacy Instruction

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.

Application of the Science of Reading Structured Literacy is representative of reading instruction that applies the Science of Reading to classroom practice. Structured Literacy teaches all the components that evidence has found to be foremost in ensuring reading success.

Structured Literacy is not just about phonics; it includes much, much more. The Simple View of Reading (Gough and Tunmer, 1986) and Scarborough's Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.

To view the Mississippi's Approach to K-3 Literacy Instruction (Appendix G) infographic, click [here](#).

Literacy Live! Professional Development Series

Literacy Live! is a professional development series centered around the science of reading. There is a series dedicated to elementary, secondary, and Leaders. To view this professional development series, click [here](#).

Coaching Guidelines

Professional Conduct

- Be prompt. You should arrive at least 15 minutes before the documented instructional day begins and leave at the end of the school day unless you are meeting or working with teachers after school. Conferences, planning meetings, etc., may occur prior to and/or after the reading block.
- Sign-in and sign-out at your school(s). Create a sign-in sheet/book (**Appendix A: Literacy coach Sign-in Sheet**) for accountability that is kept in the school office. Please be sure to list the **EXACT** time of arrival and departure (do not round up).
- Keep commitments – be mindful of scheduling.
- Dress in **business-casual** attire when coaching at a literacy support school. When presenting, always dress in **business attire** (jacket, sweater, or cardigan). Consider the school culture if a jacket is more appropriate than a sweater or cardigan.
- Always wear your MDE badge during work-related visits to schools, district offices, or other

agencies where you are a representative of the MDE. You must always have your badge to enter MDE Offices at Central High School in Jackson.

- Check your email often and respond to emails you receive within 24 hours.
- Personal social media use/posting during the workday violates the agency's social media policy. **Do not** post on social media during the work hours from 8 a.m. to 5 p.m. on **all** contract days. This includes inclement weather days.

Confidentiality

- Coaching conversations are confidential. Conversations include those between teachers, administrators, and literacy coaches.
- The following information is also confidential:
 - School assignments
 - School data
 - Student information
 - Student data
- You should never discuss information regarding your Literacy Support School(s) in private or social settings. Posting any information about your Literacy Support School(s) on social media is a breach of confidentiality.
- Confidentiality agreements are signed and included in MOUs.

Absences and Holidays

Leave and Absences

- All leave is documented on a leave calendar for the Executive Leadership Team, the State Literacy Director, and the Assistant State Literacy Coordinators.
- Sick Leave should be reported no later than 8:00 a.m. on the day of the requested absence (Employee Procedures Manual Section 8.0). **Personal leave is expected to be submitted for approval in advance**, except in emergency situations.
- All coaches in the same EIR district should follow the same district directed procedure for documenting leave.
- If a leave form is part of your EIR district protocol, then it **MUST** be submitted with all leave notification emails.
- Copy Lori Stringer, your assigned Assistant State Literacy Coordinator, and Regional Coordinator on **all** emails regarding any absences or leave.
- Any time that you are not at your school and are away from your duty station you will need to submit leave.
- Absences are considered during evaluations as part of supporting assigned schools (Literacy Coach Evaluation Form section 5.1).

Sick Days

- Email Lori Stringer, cc your assigned Assistant State Literacy Coordinator and your Regional Coordinator no later than 8:00 a.m. on the day of the requested absence (Employee Procedures Manual Section 8.0).

- Notify the principal of the school that you are scheduled to visit.
- Follow your EIR district procedure for absences. Copy Lori Stringer, your Assistant State Coordinator, and your Regional Coordinator on your EIR emails. If you enter absences electronically, you must send a screen shot to Lori Stringer, your Assistant State Coordinator, **and** your Regional Coordinator.
- Update your Outlook Calendar to reflect your absence.
- If your EIR district notification procedure includes emailing your EIR contact, send one email with the following parties included: EIR contact, cc Lori Stringer, cc your Assistant State Literacy Coordinator, **and** cc your Regional Coordinator.

Personal Days

- Prior to taking a personal day, email Lori Stringer for approval as soon as you know you need to take one. Copy your Regional Coordinator and your Assistant State Literacy Coordinator on the email.
- Once approved, follow district procedure for personal leave. Submit your district leave form or email requesting leave to your EIR district and copy Lori Stringer, your Assistant State Coordinator, **and** your Regional Coordinator.

Family and Medical Leave Act

- For extended family or medical leave (FMLA), you must notify and send a copy of all pertinent documentation to Lori Stringer, your Assistant State Coordinator, your Regional Coordinator, and your EIR district as soon as possible.

Inclement weather

- Check the closure status of each of your assigned schools and areas between your home and the schools.
- If it is unsafe to travel from your home or if BOTH of your schools are closed, then you will need to take the day as a planning day, contact the principal of the school you were planning to visit, send your Regional Coordinator an email or text, and update your Outlook calendar.
- If you must change which school you will support due to weather, you will need to contact the principal of the school you were planning to visit, send your Regional Coordinator an email or text, and update your Outlook calendar.
- Always remember your safety comes first, but we always need to be professional about the decisions we make.
- If you are forced to stay home due to inclement weather, please remember that it is still a workday (planning day) and other Literacy Coaches and maybe even teachers you serve are still at school. Use this day to catch up on paperwork and plan for upcoming model lessons, professional development, and PLCs.

Holidays not observed by MDE

- If your school schedules a holiday that is not listed as an MDE holiday, you are to visit your other school. If both schools have the same holiday, then this day should be used as your planning day and another planning day should not be taken during that month. **For example:** If your schools take a fall break during the month of October that is not listed on the MDE calendar as a holiday, this day would be used as your planning day for the month.

Spring Break

- Literacy Coach/Regional Literacy Coordinator calendars should reflect all workdays. Spring Break **is not**

an MDE holiday.

- When your support schools have different spring break/school holiday schedules, you are expected to visit the school that is in session. During spring break, you should visit the school in session a **minimum** of two days in the week and use the remaining days for planning, preparation, shadowing another coach, completing reports, etc.
- When all your support schools have the same spring break/school holiday schedule, you are expected to use the days for shadowing another coach, planning, collaborating with other coaches to develop PD/PLC content, completing reports, etc.
- These are workdays for coaches and hours should be recorded in your Coaching Log. Leave time would need to be submitted if you have plans that interfere with your ability to meet the expected guidelines.

End of the School Year

- As an MDE employee our year does not end when the schools close. Literacy Coaches are expected to use the days between the last day of school and the last contract day to meet with administration, plan with teachers, provide professional development for their Literacy Support Schools or their EIR districts, complete reports, and summer projects, etc.
- If one of your schools closes before the other, you should visit the other school that is open.
- If both of your schools close at the same time, then the remaining days should be used as planning days and/or days to meet with principals to plan for the next school year.
- These days should be used to complete *end of the year* paperwork, meet with your regional team or other coaches to plan PDs and PLCs for the future, and to complete end of the year assignments.
- Please remember that these are still workdays (planning days), and you are still on contract.

Social Media

- **Do not post on social media during the workday (between 8:00 a.m. and 5:00 p.m.).**
- This policy applies for inclement weather days, planning days, virtual coaching days, etc. (all MDE working contract days)

Outlook Calendar

Planning Days

- Literacy Coaches can schedule one planning day a month. However inclement weather, holidays not observed by the MDE, and unusual school circumstances may dictate when a planning day is taken during some months.
 - **Note:** Planning days should be strategic, and coaches are expected to use their planning days to actively plan and develop resources to support the work they are doing in their Literacy Support Schools. Planning days **are not** free days off or unrecorded leave. Regional Coordinators have the authority to deny a scheduled planning day following a coach's requested personal/sick day or a holiday weekend.
- Regional Coordinators can answer any questions regarding planning days.

Calendar Guidelines

- Keep your school support planned for 3 to 4 weeks ahead of time posted on your calendar.
- Keep your calendar current by updating changes in your schedule as needed.
- Share your Outlook Calendar with the Assistant State Literacy Coordinators, your Regional Coordinator, and other Literacy Coaches (especially those in your assigned region).
 - Steps for sharing your calendar (Outlook web version)
 1. Click “Share”
 2. Enter email address
 3. Make sure you select “**Can view all details**”
 4. Click “Share” to send a sharing invitation email
 5. Click the X to close the window when you are finished

Note: a video tutorial on how to share your calendar can be found [here](#)
(Outlook web version)

1. Click "Add calendar"
 2. Select "From directory"
 3. Enter name and select email address
 4. Click "Add"
- Steps for color coding your calendar for each school/event (Outlook web version)
 1. Click a day in your calendar
 2. Click "Categorize"
 3. Scroll to the bottom and select "Manage categories"
 4. Click "Add new category"
 5. Enter a category name (Example: ABC Elementary School) and click "Select a color"
 6. Click "Save"

Note: a video tutorial on how to color code your calendar can be found [here](#)

September 2017 ▾

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28 ABC Elementary	29 123 Elementary	30 ABC Elementary	31 123 Elementary	Sep 1	2
4 MDE Holiday	5 ABC Elementary	6	7 123 Elementary	8 MDE Literacy Coach	9
11 ABC Elementary	12 Sick Day	13 123 Elementary	14 ABC Elementary	15 123 Elementary Submit Travel	16
18 ABC Elementary	19	20 123 Elementary	21	22 Regional Meeting	23
25 Limited Support	26 ABC Elementary	27 Personal Day	28 123 Elementary	29 Planning Day Submit Travel	30

Computer Backup

Due to the importance of the documents and resources coaches have on their laptops, it is strongly suggested that coach's backup their computers regularly throughout the school year.

Steps to using OneDrive as an automatic backup:

1. Click the Start menu on your MDE-issued laptop
2. Select OneDrive from the program menu
3. When prompted to "Set up OneDrive," enter your MDE email address. If the ____@mdek12.org does not work use the long version of your email: ____@mde.k12.ms.us
4. Click "Sign in"
5. Enter password when prompted
6. Click "Next" and follow the instructions when prompted
7. The final step will prompt you to click "Open my OneDrive folder"

8. When creating and saving new documents, save them to your OneDrive folder (instead of “My Document”), so it will automatically sync and backup to the “cloud”

Steps to backing up PC computer to flash drive:

1. Click Start menu
2. Select Windows Systems
3. Select This PC
4. Select Windows (C):
5. Select Users Folder
6. Double Click on Literacy Coach Folder to open it
7. Hold the “Shift” key and click the first file (it should turn blue)
8. Continue to hold the “Shift” key and click the last file (ALL files should turn blue to show they are selected) You can select each file one at a time by holding the “CTRL” key and clicking each file
9. Right click Select send to USB

Email Communication

Note: a video tutorial on how to access MDE email can be found [here](#)

Guidelines

- **Any email sent from your MDE email account should align solely with literacy support school(s) services and/or your MDE coach job responsibilities. Do NOT use your MDE email for personal business or personal gains.**
- Use professional language, check for appropriate tone, as well as correct grammar, spelling, and punctuation.
- It may be helpful to ask someone to proof your emails before sending.
- Open email attachments before sending an email to make sure you are sending the correct attachment.

Adding Email to your iPhone

- Accounts & Passwords
- Add Account select “Exchange”
- See box for account details

Note: a video tutorial on how to add email to your iPhone can be found [here](#)

Instructions for adding E-Mail signature (Outlook web version)

- Log into email account
- Click “Settings” at top right of screen next to the question mark
- Click “View all Outlook settings” at the bottom
- Select “Compose and reply” under the “Mail” tab in your app settings

- Under “Email signature” create a signature in the text box
- In the provided box, type the text for your signature
 - Must use “Georgia” font and font size 9
- Below the text box, be sure to check the boxes by “Automatically include my signature on new messages I compose” and by “Automatically include my signature on messages I forward or reply to.” Click “Save” at the bottom right.
- See example on the next page.

Note: a video tutorial on how to add an email signature using the web version can be found [here](#)

Note: a video tutorial on how to add an email signature using an iPhone can be found [here](#)

Your Own Name, **Literacy Coach, (K-3)**
 Office of Elementary Education and Reading
 601-359-2586 | mdek12.org



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Literacy Coach Pacing Guide

Use this timeline and list of tasks to guide you with suggestions of what you may be working on and completing throughout the year. Exact dates will be provided by your Regional Coordinator as the year progresses. **(Appendix B – MDE Literacy Coach Pacing Guide)**

Coaching: The First Few Weeks of School

Days 1 & 2 (FIRST WEEK)

- Meet with principal to discuss plans for when and where (make plans to attend!) you are introduced to the staff (setting tone for your role and work). Be prepared to briefly explain your role and purpose. Share “Non-Negotiables” (Appendix C) and “Classroom Set-up Checklist” (Appendix D), “Limited Support Descriptors” (Appendix CC).
- Meet with principal (or designee) to collect/determine the following:
 - Use the **Literacy Support School Beginning of the Year Assessment (Appendix E)** to collect information.

- Who will be my contact person at the school? Phone number and email?
- Procedures for Signing in / Out
- School Map
- School Schedules
 - Instructional Schedule
 - Lunch and Recess
 - Special Subjects
 - Planning Times
- Calendars
 - School Year
 - Professional Development
- Staff Rosters with Contact Information
- Homeroom Student Rosters
- List of Team Leaders
- Copy (if possible) of School Reading Program (if copy not available, get enough info that you can research the program)
- School-Wide Assessments Used
 - Universal Screener
 - Benchmark
 - Progress Monitoring
 - Diagnostic
- Are there other coaches (or staff serving as coaches) in the building? Who are they and with whom do they work?
- What internal and/or external supports exist within the school (Reading Facilitator/ Interventionist/Tutors/Consultants/Other MDE Supports)?
- Where is the school with implementation of MS-CCRS?
- Is there availability of “space” to work/meet with teachers?
- Go room to room to introduce yourself individually to teachers and assistant teachers. If you do not have your business cards, be prepared to hand out slips of paper with your name and contact information. Explain in a sentence or two the work you will be doing. This is your chance to make a warm first impression and to let teachers know you are on their team!

Days 3 & 4 (SECOND WEEK)

Observe in EVERY K-3 classroom, even if only for 10-15 minutes. Go without clipboard – take only a pack of sticky notes. Smile and look positive. The point of this visit is to get one painless observation under your belt with each teacher so that you begin to build trust and they see you as approachable.

After observing (while still in the classroom) write a positive, simple compliment about instruction observed, classroom environment, student behavior, etc. on a sticky note. Leave this note with the teacher and thank her for allowing you to observe in her room, then leave. Our goal is to find ONE POSITIVE comment to leave with each teacher. For example:

- “Thank you for letting me observe in your room today. Your students were very engaged during your _____ activity.”
- “Thank you for letting me observe in your room today. Your classroom is very warm and inviting.”
- “I enjoyed watching in your room today. Your students were doing a nice job of working in pairs.”
- “Thanks for letting me watch in your room today. I noticed that you were using a word wall. That is a

best practice!”

Keep a record for yourself of all the rooms you visit. You may want to take a quick break between every couple of rooms to make some notes for yourself of your general first impressions to be used down the road.

Remember – These first observations are not about giving substantive coaching feedback; they are about eliminating teacher fear about having you in their rooms and starting your relationship on the right foot. This is a way to show teachers you are grateful for their willingness to participate in this process with you.

At the initial grade level meeting with your teachers, have them complete the **Literacy Coach and Teacher Agreement (Appendix F)** and [Needs Assessment](#) (i.e. virtual survey, email word doc, etc.) for each teacher.

Professional Development

MDE Literacy Coach Presentations

- Professional development should be delivered for support schools, EIR district (1 PD per semester) and/or other schools in the support schools’ respective districts
- Principal/District completes the **MDE Professional Development Request Form (Appendix H)** two to four weeks prior depending on preparation time needed by the coach
- Provide a sign-in sheet for PD
- Participants must complete **MDE PD Evaluation Form (Appendix I)** after the PD for literacy coach documentation and feedback

Guidelines for PowerPoint Presentations

- **MDE PowerPoint Template (Appendix J)** found in OneDrive and on the MDE website at
- Review PowerPoints multiple times for edits and revisions **before** sending them to your Regional Coordinator (It is not the Regional Coordinator's job to fix issues in ppts, but to review for accuracy)
 - Use spell check and follow the ppt guidelines to ensure correct font size and color throughout the ppt
 - Have someone else to proof your power point before submitting to your Regional Coordinator for the final review
- Send the ppt/handouts to Regional Coordinator for approval at least **two weeks** before PD or by the deadline set by the Regional Coordinator
- Make sure you follow these **EXACT** guidelines **BEFORE** you submit any PowerPoint to your Regional Coordinator
- **MDE formatted PowerPoints should never be shared or emailed outside of our literacy group unless they are saved and shared as a PDF**

Font and Content

- Use the MDE electronic PowerPoint Template to ensure correct font size and color
- **Each PPT must use the MDE PPT Template and must include these slides:**
 - MDE Vision/Mission (1)
 - MDE State Board of Education Goals (1)
 - Session Goals (1)
- Limit definitions, research, and theory slides to 3 or 4
- Focus on practical strategies and not just content overview
- Include steps for implementation in the classroom
- Presentations should include at **least 1** hands-on activity

MDE Professional Development Coordinator (PDC)

- Professional Development can be requested by the superintendent, principal, curriculum coordinator, or special education director for any school/district from the MDE by using the **MDE Office of Professional Development Request Form (Appendix I)** located on the MDE website. There is also a Professional Development Catalog.
- On the MDE homepage:
 1. Click on “Educators”
 2. Click on “Professional Development”
 3. Click on “[Request Professional Development](#)”

Professional Development/Consulting

Any consulting work related to your duties as a coach (i.e., professional development, lesson planning, working with another consulting group) is not permissible as it could be viewed as a conflict of interest. We are not allowed to charge for a service that we already offer to public schools for free. Also note that volunteering to conduct PD or planning sessions throughout the summer is discouraged.

Coaching Cycle and Supports

Educator In Residence (EIR) Supports Email

Making sure that educators have the resources they need to be successful is at the heart of our mission. I know that teachers and administrators at schools inspire students daily, but also face unique challenges at every stage of their career. As an employee of the district and an Educator in Residence (EIR), I am able to provide the following educational and instructional supports to district personnel, building level administrators, and teachers.

- ELA Professional Learning Community Sessions: By Grades (quarterly)
- ELA Professional Development: District or Building Wide (each semester): Categories may include, but

are not limited to, Foundational Skills, Classroom Management, or the 5 Components of Reading

- K-5 Learning Walks & Action Planning (each semester: Fall and Winter)
- Family Night on the LBPA (once)
- Review of High-Quality Instructional Materials (once)

Literacy Coach Shadowing

Literacy coach shadowing is a collaborative training approach, which involves working alongside another coach who can help the person learn new aspects related to the job, certain behaviors, or competencies. Literacy coach shadowing may occur at any time of the year as needed if a purpose is established.

Literacy Coach Shadowing involves

- setting a purpose between the coaches for shadowing,
- following another Literacy Coach at work,
- observing the actual performance of the job in action,
- experiencing the Literacy Coach's approach and interpersonal interaction,
- identifying the steps and actions necessary to the job, and
- examining the components needed to effectively perform the job.

Steps for Literacy Coach Shadowing

1. Plan with your Regional Coordinator to schedule a day to shadow and discuss the shadowing form. Share the form with the coach to be shadowed.
2. Contact the Literacy Coach to be shadowed prior to the day of shadowing to establish the location, arrival time, and any resources to bring ([Appendix I – Shadowing Document](#)).
3. During shadowing the Literacy Coach will follow alongside the coach to be shadowed to:
 - observe the use of their time,
 - observe approaches to interpersonal interaction and literacy coaching,
 - ask questions and dialogue with the coach about experiences, challenges, and successes,
 - assist in planning and preparation,
 - develop rapport between the school personnel and literacy coach colleague to support team building and collaboration.
4. At the end of the day, the literacy coach shadowing will debrief with the Literacy Coach shadowed to review the day, discuss questions, coaching priorities, next steps, alignment with the coaching model, and key takeaways from the day.
5. At the end of the day, the Regional Coordinator will debrief with the shadowing coach to review the day, discuss questions, coaching priorities, next steps, alignment with the coaching model, and key takeaways from the day. Submit the shadowing form to your Regional Coordinator.

Classroom Observations

1. Meet with teacher and use **Pre-Post Conference Form** ([Appendix L- Informal Observation Tools](#)).
2. Script the lesson using the **Observation Tool** ([Appendix L - Informal Observation Tools](#)).
3. Conference with the teacher as soon as possible using the **Observation Tool & Pre-Post Conference Form** ([Appendix L-Informal Observation Tools](#)). Discuss next steps and follow-up based on observation.

Coaching Lesson Plans

Coaching Lesson Plans ([Appendix M](#)) should be completed for modeling and co-teaching.

Modeling

- As you are modeling the lesson, the teacher should complete the **Demonstration Lesson Focus Form** ([Appendix N](#)).
- Schedule a time to post-conference and plan next steps.

Co-teaching

- Pre-conference with the teacher and complete the coaching lesson plan form together.
- Schedule a time to post-conference and plan next steps.

Steps for Submitting Coaching Lesson Plans:

1. Save these files on your computer in your school folder using the following format:
date_reportname_schoolname_teacherlastnamegrade_coachinitials
Examples:
8.31.22_modeling_dexter_smith2_cas
8.31.22_co-teaching_dexter_jonesK_cas
2. Email your Coaching Lesson Plans to your Regional Coordinator.

Learning Walks

- 10-minute observation in each K-3rd grade classroom
- A snapshot of student learning
- Not an evaluation
- A tool to increase student achievement

Learning Walk Guidelines

- New coaches attend a learning walk with another coach before conducting a learning walk at support schools.
- Discuss learning walks with administration at the **beginning of the year**.
 - Conducted twice a year (fall and winter).

- Conducted by a team that **must** include the Literacy Coach, Regional Coordinator, principal, and any school or district personnel who follow up on next steps
- **May** have teams that include a lead teacher, curriculum coordinator, district contact, school-based literacy coach, other school/district personnel, assistant state coordinator, and/or state director.
- District contact, Regional Coordinator and Assistant State Literacy Coordinator will be invited.
- Required for coaching.
- Used as an accountability piece for Limited Support Schools and used to analyze data and outcomes.
- Used to report on the partnership with the schools to the legislature.
- Conduct follow up visits with principal to classrooms where the teacher was absent the day of the learning walk and add debrief information to the outcomes report.
- Discuss scheduling learning walk date with Regional Coordinator.
- Additional participants must be approved by your Regional Coordinator before you send them an invitation.

Steps for Planning for a Learning Walk

1. Meet with the principal to set a date for the learning walk and to revisit expectations. Check district calendar for available dates.
2. Send an invitation through the outlook calendar (see steps below). Invite your Assistant State Coordinator, your Regional Coordinator, principal, district contact person. **The principal and/or district contact(s) may forward the invitation to other school and or district personnel.*
3. Create folders for each member of the team. These folders should include copies of the **Learning Walk Protocol (Appendix O)**, agenda with a schedule, school master schedule, and a map of the school.
https://mdek12.sharepoint.com/:w:/s/literacycoaches2020_2021/EdKzdlHbJxCug2r5p9UDhEBF6TNUopQJx_uldClZC_f_w?e=b7FjWc
4. Meet with the team before the learning walk begins to explain the protocol and contents of the folders. Explain that you will time each observation for 10 minutes then exit the room as a signal for the team to exit.
5. Meet with the team after the classroom observations to debrief. The team will discuss commendations, recommendations, and next steps. Record this information on chart paper.
6. Limited debriefing can also occur after each classroom visit when needed. Collect folders and protocols from each team member. **Completed Learning Walk protocols will not be shared with other participants of the Learning Walk, including principals.**
7. Complete the **Learning Walk Outcomes Report (Appendix P)**.
8. Use the following format to name your report:
 - **date_learningwalkoutcomes_schoolname_coachinitials**
 - Save file in school folder
 - Email to Regional Coordinator for approval
 - Upon approval save report as a PDF then email to principal, district contact, and cc your Regional Coordinator

9. Make plans with the principal to collaboratively conduct a follow up visit to the classrooms where the teacher was absent the day of the Learning Walk and add debrief information to the outcomes report.

Steps to Create a Learning Walk Calendar Invitation

1. Open your Calendar.
2. Click the day you want to create the invitation.
3. When the new window appears, enter in the “Add a title for the event” box: **School Name LW (Example: Hawkins LW)**.
4. Enter the **complete physical school address** in the location box.
5. Select the beginning and ending times.
6. In the “Invite attendees” box, type in all the names/email addresses of those to receive the invitation one at a time.
7. Add a message in the “Add description or attach documents” box.
8. Click "send" to share the calendar invite.

Learning Walk Cancellations

- If possible, cancel at least a week before the scheduled date.
- Cancellation the morning of the learning walk should be done by 7am.
- Notify your Assistant State Coordinator and State Literacy Director **immediately**.

Literacy Documentation

Primary Folder

- All reports should be kept in a **primary folder** on your computer and backed up on a flash drive and/or OneDrive.
- Primary folder name: school year underscore first name last name
Example: **2021-2022_LoriStringer**
- Inside the primary folder should be subfolders named for each school the coach serves and Coaching Logs.
 - **2021-2022_LoriStringer** (Primary Folder)
 - **2021-2022_Coaching Logs** (Subfolder inside primary folder)
 - **2021-2022_Comprehensive Reports** (Subfolder inside primary folder)
 - **2021-2022_Schoolname#1** (Subfolder inside primary folder)
 - **Monthly Reports** (Inside School #1 Folder) (Appendix K)
 - **Learning Walk Reports** (Inside School #1 Folder) (Appendix F)
 - **Coaching Lesson Plans** (Inside School #1 Folder) (Appendix A)
 - **School Literacy School Literacy Action Plan** (Inside School #1 Folder) (Appendix H)
 - **School Profile** (Inside School #1 Folder) (Appendix T)
 - **2021-2022_Schoolname#2** (Subfolder)
 - **Monthly Reports** (Inside School #2 Folder) (Appendix K)
 - **Learning Walk Reports** (Inside School #2 Folder) (Appendix F)
 - **Coaching Lesson Plans** (Inside School #2 Folder) (Appendix A)

- **School Literacy Action Plan** (Inside School #2 Folder) (Appendix H)
- **School Profile** (Inside School #1 Folder) (Appendix T)

Monthly Reports

- Use the following format to name your report ([Appendix Q – Monthly Report](#)) each month:
date_monthlyreport_schoolname_coachinitials
Example: 8.31.22_monthlyreport_dexter_cas
- Review sample completed reports.
- Make sure you do not include any teacher or student names in the report.
- Complete report and email it to your Regional Coordinator at the end of the month for approval.
- Upon approval, save the report as a PDF. Then, email the report to your principal, district contact, and cc your Regional Coordinator.
- **Limited Support Schools 1 and 2:** Use the form found in [Appendix R: Limited Support School Literacy Coach Report](#). Follow the same procedure that is used for a monthly report for a full support school.

Coaching Logs

- Complete **Coaching Log** ([Appendix S](#)) monthly using the Excel spreadsheet.
- Name the Coaching Log file in the following format:
year_coachinglog_coachinitials Example: 2021-2022_coachinglog_cas
- Save file in Coaching Log folder.
- Email the Coaching Log to your Regional Coordinator at the end of the month.
- Regional Coordinators will save these files for each coach on a flash drive.

Helpful Hints:

- Complete Coaching Log daily or at least weekly.
- Color code the date at the top of your log a different color depending on the school you visit. This will help you calculate the number of hours for your comprehensive report.
- Regional Coordinators can use the color coding to keep track of the support they provide to their coaches.

Regional Coordinator SNAPSHOT

- Complete the SNAPSHOT one week after monthly reports are due and submit it to your ASC.
- A snapshot should not exceed 1-2 pages. DO NOT COPY the *entire* literacy coach monthly report(s).
- A Literacy Coach should not be responsible for this report. This report is a “snapshot” intended for feedback to the Regional Coordinator (RC) from the Assistant State Literacy Coordinator (ASC).
 - Strengths and Concerns of the Literacy Coach
 - Next Steps of the Literacy Coach
 - Regional Coordinator Support Focus/Talking Point(s)

- Add BOY, MOY, and EOY screener data after testing occurs. Additional data should only be included if there is an update.

School Literacy Action Plan (SLAPs)

- Complete plan ([Appendix T- School Literacy Action Plan](#)) and update after universal screeners, learning walks, and as needed. Use the School Literacy Action Plan (SLAPs) template based on the universal screener used by the school.
 - To edit data in the graphs, right click then select “Edit Data” or “Edit in Excel”.
 - Include SMART goals.
- Use the following format to name your School Literacy Action Plan (SLAPs) each month:
 - **date_actionplan_schoolname_coachinitials**
- Save file in school folder.
- Email to Regional Coordinator.

Comprehensive Report

- The **comprehensive report** ([Appendix V](#)) will be submitted at the middle of the year (MOY) and the end of the year (EOY).
- Name the file in the following format: **date_comprehensivereport__coachinitials**
 - Save the file in the primary folder.
 - Email the file to your Regional Coordinator.

Time Sheets

- Contact your EIR district to find out their requirement for submitting time sheets. Some districts will allow you to submit the MDE Coaching Log as your time sheet.
- Contract workers work 105 days and turn in contract time worksheets and travel logs every two weeks.

Travel

- **Travel Expense Reports** ([Appendix W](#)) are submitted twice a month on the 15th (1st to 15th) and the last day of the month (16th to end of the month), or as otherwise directed by your **Regional Coordinator**. Report (**Appendix W**), hotel receipts, and meal receipts if applicable should be mailed or emailed to Verna Covington or Delicia Ross.
 - Mississippi Department of Education
C/O Verna Covington
PO Box 771
Jackson, MS 39205-0771
 - Mississippi Department of Education
C/O Delicia Ross
PO Box 771
Jackson, MS 39205-0771

- Sign travel reports in blue ink.
- Use your vendor/Magic number on report.
- Include an address key with location, address, and mileage in the travel report.
- Verify totals on reports.
- Overnight trips are to be included on one report and not divided between two reports.
- Any time an employee must travel a distance greater than 75 miles one-way overnight lodging is eligible.
- Overnight trips include reimbursements for meals and lodging.
- Reimbursement for lodging expenses will be made for the amount actually paid when an **itemized receipt with a zero (\$0) balance is attached**. Ask for the state government rate when making reservations.
- Employees will be reimbursed for the actual cost of meals not to exceed the daily maximum allowances **when a receipt is attached**.
- Check the following site each month for current daily allowances. Details about travel can be found at <https://www.mdek12.org/OHR/employeepolicy>

Evaluations

Timeline

- Formal evaluations will be held twice a year – middle of year (December) and end of year (May).
- Informal evaluations may be conducted as needed throughout the year.

Procedure for completing evaluations for Regional Coordinators and Literacy Coaches:

- Complete and submit self-evaluation to Regional Coordinator and Assistant State Coordinator using the [Literacy Coach Review form \(Appendix X\)](#).
- Complete and submit an evaluation of your Regional Coordinator using the **Regional Coordinator Review form (Appendix Y)** to the designated Assistant State Literacy Coordinator.
- **Regional Coordinators** will complete and submit an evaluation of your Assistant State Literacy Coordinator using the [Assistant State Literacy Coordinator Review form \(Appendix YY\)](#) to the **State Literacy Director**.
- Use the ratings of 1 - 4 for each of the eight performance evaluation criteria on the Evaluation Form.
- An overall score will be determined for each criterion using whole numbers.
- Regional Coordinator will schedule a time to review evaluation.

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Literacy Coach Performance Review
Office of Elementary Education and Reading
 Division of Literacy

Name:	Position:			
Form completed by:	Date of Review:			
Regional Coordinator's Name:	Asst. State Literacy Coordinator's Name:			
Performance Evaluation Criteria	1	2	3	4
Quality and Completion of Work – Assignments completed by the coach meet quality standards in a timely manner.				
1. Completes tasks in a timely manner.				
1.1. Completes coaching logs thoroughly and submits				

Additional Support Form (ASF)

- Assistant State Coordinators are notified when Regional Coordinators develop an ASF.
- The Literacy Coach will be notified by their Regional Coordinator and/or Assistant State Coordinator when the need for an ASF arises.
- The Literacy Coach, Regional Coordinator, and/or the Assistant State Coordinator will meet to discuss the components of the ASF.
- The ASF document is completed by the supervising Regional Coordinator and/or Assistant State Coordinator. The ASF document:
 - records facts based on the Literacy Coach Evaluation regarding ***inconsistent and/or ineffective*** work performance related to coaching, following a failure to successfully implement next steps to improve those inconsistent and/or ineffective coaching practice(s).
 - includes documentation on how the Regional Coordinator and/or Assistant State Coordinator will support the Literacy Coach in meeting goals specific to improving their inconsistent and/or ineffective work performance.
 - includes an end-goal time frame to measure coach's success in meeting the established goals.
 - is written in alignment with mid-year and end-of-year evaluations.
- An ASF written by a previous Regional Coordinator from a previous school year can be brought back as additional documentation if the coach begins demonstrating the same inconsistent and/or ineffective coaching practices and behaviors again.
- If a Literacy Coach cannot meet the goals outlined by the ASF in the time limit set by the Regional Coordinator and/or Assistant State Coordinator, he/she may be placed on an Improvement Plan or dismissed.

School Literacy Action Plan (SLAP)

- **School Literacy Action Plan (SLAP) template can be found [here](#).**
- Support school personnel are charged with implementing the Literacy-Based Promotion Act,

2013.

- SLAP is to enhance effective literacy instruction and increase reading proficiency in grades K-3.
- SLAP is required for MDE Literacy Support Schools and recommended for other schools. The SLAP is intended to be a public document outlining the school's commitment to effective literacy instruction in grades K-3.
- The MDE Literacy Coach will assist literacy support schools with developing the SLAP based on the MDE template. The principal is responsible for completing the SLAP. The MDE Literacy Coach will assist the principal in updating the SLAP based on the needs identified through universal screener data (BOY, MOY, and EOY), learning walk outcomes, and any other pertinent anecdotal data gathered throughout the school year.
- **The principal should submit the SLAP to Kristen Wynn (BOY, MOY, and EOY). Following submission, the principal and the literacy coach will meet to align coaching support to the SLAP.**

LITERACY COACH HANDBOOK: THE APPENDIX

Office of Elementary Education and Reading

The following are a sample of the documents referenced in the Literacy Coach Handbook. Full downloadable versions can be found on OneDrive.



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Appendix A: Literacy Coach Sign-in Sheet



Date	Signature	Time In	Time Out (Lunch)	Time In (Lunch)	Time Out	Reason for Leaving Early

Appendix B: MDE Literacy Coach Pacing Guide

MDE Literacy Coach Pacing Guide		
Month	Suggested LC Focus Tasks	Suggested PLC Topics
August	<ul style="list-style-type: none"> See "Coaching: The First Few Weeks" p. 13-14 LC Handbook Meet with principal to explain role and share Non-Negotiables (O) and discuss BOY Assessment (J) Make introductions with staff and provide business card Collect all pertinent documents (class schedules, master schedules, etc.) Walk-thru each K-3 classroom and leave positive notes with feedback Review/Create Action Plan (H) Identify school data collection procedures (STAR, I-READY, NWEA, etc.) and establish School Data Wall or Data Display Establish LC teacher/school level data collection procedures Ensure the schedule has an established 90-minute reading block Begin IRP discussions Schedule Fall Learning Walk (F and G) 	<ul style="list-style-type: none"> Complete LC and Teacher Partnership Agreements (I), Needs Assessments (N), Classroom Set-Up Checklist, and introduce Non-Negotiables (O) What is Literacy Coaching? (What should we expect?) What is a PLC? (Plan norms, schedule, and topics) Pacing of 90-minute Reading Block Screening and Diagnostic Tools (Literacy Focus of the Month)
September	<ul style="list-style-type: none"> Finalize incomplete tasks from August Share the School Literacy Plan Template with principal Provide IRP support Assist in preparing Deficiency Letters and documentation Identify intervention processes utilized Schedule fall REL Observations 	<ul style="list-style-type: none"> BOY Data Review Phonological Awareness and Phonics (Literacy Focus of the Month) Classroom Management Review 5 Components Word Walls Centers/LETRS Kits Begin Unpacking MCCRS/Scaffolding Doc
October	<ul style="list-style-type: none"> Ensure Deficiency Letters are sent home Identify students who may qualify for a Good Cause Exemption Review prior year MAP data REL Observations 	<ul style="list-style-type: none"> Vocabulary (Literacy Focus of the Month) Guided Reading Anchor Charts LETRS Phase III
November	<ul style="list-style-type: none"> Complete fall REL Observations ARM documentation due Check and assist in classroom library set up Check and assist in posting student work with MSCCRS 	<ul style="list-style-type: none"> Oral Reading and Fluency (Literacy Focus of the Month)
December	<ul style="list-style-type: none"> Collect teacher attendance data Evaluations Due (Coach and Regional) Update Comprehensive Report (C) Update Action Plans (H) 	<ul style="list-style-type: none"> Comprehension (Literacy Focus of the Month) Close Reading
January	<ul style="list-style-type: none"> Ensure all students have tested in the MOY window Collect MOY Data Ensure Deficiency Letters are sent home 	<ul style="list-style-type: none"> MOY Data Review Writing Connected to Text (Literacy Focus of the Month)
February	<ul style="list-style-type: none"> Schedule Spring Learning Walk (F and G) Comprehensive Report Due (C) Schedule and begin spring REL Observations Provide MKAS/MAP testing support (sample items) ARM documentation due 	<ul style="list-style-type: none"> Cooperative Learning (Literacy Focus of the Month) Differentiated Instruction/Centers
March	<ul style="list-style-type: none"> Ensure Deficiency Letters are sent home REL Observations 	<ul style="list-style-type: none"> Reading Strategies-Before, During, and After (Literacy Focus of the Month)
April	<ul style="list-style-type: none"> Gather testing schedule for school (check dates for accuracy) Complete spring REL Observations 	<ul style="list-style-type: none"> Reading Strategies-Before, During, and After (Literacy Focus of the Month)
May	<ul style="list-style-type: none"> Collect teacher attendance data Collect/analyze EOY data ARM documentation due Evaluations Due (Coach and Regional) Assist with Summer School Plans 	<ul style="list-style-type: none"> EOY Data Review Spaces and environments for the upcoming school year
June	<ul style="list-style-type: none"> Complete Comprehensive Report (C) Complete School Profile (R) Organize files and materials 	

Appendix C: Non-Negotiables

LITERACY SUPPORT SCHOOLS NON-NEGOTIABLES

MS-CCRS Alignment

- Instruction aligned to the MS-CCRS
- Student work posted with "I CAN" statement
- Knowledge-building of MS-CCRS for teachers and administrators

PLCs

- Topics based on needs
- Types: Data, Content, or Planning

Uninterrupted Reading Block

- Small- and whole-group instruction are data driven
- Instruction focuses on the 5 components of reading and writing
- Instruction is differentiated

Writing Connected to Text

- Writing is in response to text
- Instruction focuses on the three types of writing: Narrative, Informative, and Opinion

Individual Reading Plan (IRP)

- Serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies
- [IRP FAQs](#)



School Literacy Action Plan

- Develop School Literacy Action Plans that:
- Enhance literacy instruction
 - Support the SBE goals
 - Align with MS-CCRS
 - Reflect the implementation of the district's efforts to improve literacy achievement

Word Walls

- Evidence of interactive word walls
- Includes content area words, Tier II words, and academic words

Data Walls

- Evidence of monthly progress monitoring
- Includes other assessment data
- In compliance with FERPA guidelines

Interactive Anchor Charts

- Reflect the current skills/concepts
- More effective when made with students

Learning Walks

- Held twice a year (fall and winter)
- Conducted by a team that includes the principal/ assistant principal, literacy coach, regional coordinator, curriculum coordinator and/or lead teacher
- Invitations will also be sent to the district contact, assigned Assistant State Literacy Coordinator and State Literacy Director

Literacy Coach Data Access: Universal Screener

- Grant digital access to screener data/reports to MDE literacy coach for support with data analysis, lesson planning, and instructional enhancement



Appendix CC: Limited Support Descriptors

MDE LITERACY COACH LIMITED SUPPORT SERVICES



The MDE utilizes a gradual release literacy coaching model to promote sustainability of best practices and to maximize and enhance instructional capacity. During the 2020–2021 school year, several literacy support schools will receive coaching support on a limited support status.

Limited Literacy Support Schools



will have an assigned MDE Literacy Coach who will provide services that may include:

- School Literacy Plan Implementation (Technical Assistance)
- Learning Walk Facilitation and/or Debrief/Next Steps (Fall and Winter)
- Data Analysis Support: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)
- Instructional Time Management (scheduling the 90-Minute Reading Block, effective use of support personnel, etc.)
- Professional Development (PD) and/or Professional Learning Communities (PLCs) Facilitation
- Support with Remote/Virtual Lessons and Learning Management Systems (LMS)

3 Levels of Limited Support

Limited Support 1 (LS1): Coaches will provide monthly, on-site and/or ***virtual coaching** visits.

- This may include scheduling and facilitating fall and winter learning walks (approximately 8 on-site and/or virtual coaching visits).

Limited Support 2 (LS2): Coaches will provide quarterly **virtual coaching** visits.

- This may include fall and winter learning walk debriefs, next steps, or pertinent professional development (approximately 4 **virtual coaching** visits).

Limited Support 3 (LS3): Coaches may provide technical professional development support **at the request of the administrator** (approximately 2 **virtual coaching** visits).

- This may include priority access to regional professional development training and requested resources through email.



Virtual Coaching visits for teachers may include the following:

- Coaching by virtual platform (observations/conferences, planning, analyzing/using data, modeling, and/or co-teaching)
- Participating in virtual district/school organized parent meetings
- Participating in virtual learning walk debriefs and/or "next steps" recommendations
- Hosting capacity-building, virtual professional learning communities (for administrator and teachers) or professional development
- Assisting with instructional planning resources
- Assisting teachers (and families) with Social Emotional Learning (SEL) resources

Appendix D: Classroom Set-up Checklist

Classroom Set-up Checklist

Word Wall: Each room should have a word wall. Word walls should be set up prior to the students entering the classroom for the first time, but should only have letters. Words will be added throughout the year based on _____ (what qualifications does your building use to choose Word Wall words?). See below:



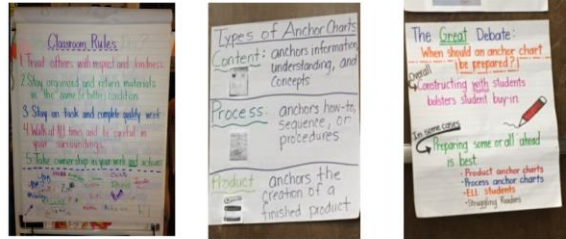
- ___ Do I have enough space to place a classroom word wall?
- ___ Is my word wall in a location where a student or I can easily add new words each week?
- ___ Is my word wall in a location where my students can access it to use the words during writing?

Standards: The standards you are focusing on each week should be displayed in your classroom. These can be written out by hand, or typed. **Standards should be formatted to reflect "I can" statements while staying true to the original standard.** Ex: "RF.K.1.d - I can name all upper and lowercase letters." Please make sure to reserve a spot in your classroom for your data focus wall. See below:



- ___ Do I have a space to display my standards?
- ___ How will I display my standards? ___ Write out daily

Anchor Charts: Throughout the school year, you will create anchor charts with your students. These will be displayed around the classroom for student reference. While premade anchor charts are cute, they are not always effective because the students did not assist in creating them. Be sure to reserve space for making and displaying anchor charts! See below:



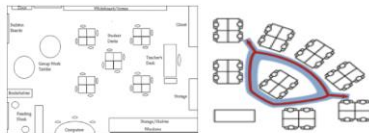
- ___ Do I have space to display anchor charts?
- ___ Do I have materials needed to make anchor charts with my students? (chart paper, markers, tape)

Data: Reserve a space in your classroom to display student data. Please remember, classroom data should be anonymous to a guest, and the data will need to be constantly updated. See below:



- ___ Do I have a space for my classroom data?
- ___ Is it easy for me to reach my classroom data when I need to update it?
- ___ How will I keep my students' data private while still displaying it?

Centers: In addition to having a space for whole group instruction, your classroom should also be conducive for centers. Setting desks up in pods, groups, or pairs will make the center transition easy. Make sure that you also have a space in the classroom for storing your centers materials! See below:



- ___ Are my desks arranged in a way that will make centers easy?
- ___ Is there a space for me to have a teacher table where I can see all students during centers?
- ___ Will students be able to transition easily with this room arrangement?
- ___ Is there an easy-access space to store my centers materials?

As your literacy coach, how can I help you with your classroom setup?

	Help, please! I need more information!	I've got this!
Word Walls		
Displaying Standards		
Anchor Charts		
Data		
Room Arrangement: ___ Whole group space ___ Small group/centers space ___ Centers materials storage		

Appendix E: Literacy Support School Beginning-of-Year “Assessment”



Literacy Coach:	Date:
School:	Principal or Designee:

Literacy Support School Beginning-of-Year “Assessment”: Sample Questions

School Norms and Goals

- What are your desired goals (short and long term) and/or needs for grade level assistance?
 - ❖ What is your most urgent instructional focus for this school year?

- What research-based literacy “non-negotiables” exist at your school? (Share “Non-Negotiables” list)

School Resources, Materials and Programs

- What internal and/or external supports exist within the school (Reading Facilitator/ Interventionist/Tutors/Consultants/Other MDE Supports)?
- What do your teachers use for the core reading program?
- What supplemental reading program(s) and/or interventions do you use?

Curriculum, Instruction and Assessment

- Do you have teachers in grade level chair positions? Who are they and what positions do they hold?



- Have you received information about MDE procured screeners (STAR-EL, STAR or K-Readiness)?
 - If not, what assessment(s) do you currently use for screener, diagnostic, progress monitoring, and benchmark?
 - Have you been contacted by Renaissance Learning about the use of the STAR tool in your school?

- Have your teachers received training on the administration of the current assessments used at the school?

Professional Development and Trainings

- Have your teachers attended *LETRS* training? 3-day or 2-day training?
 - Has the principal attended *Principal’s Primer*?
- Have your teachers received MS College and Career Ready Standards (MS CCRS) PD? If yes, on which topics?
- Are you meeting as a Professional Learning Community? How often? For what purpose(s) do you meet as a PLC?
- What is your PD schedule? PLC schedule?
 - Share the PD request form.

Contact

- Who is my secondary point of contact liaison when you are not available? Do you want me to primarily correspond with you or the liaison?

Appendix F: Literacy Coach and Teacher Partnership Agreement



Literacy Coach and Teacher Partnership Agreement

Teacher: _____ Teaching Experience: _____ years

School: _____ Grade: _____

Literacy Coach's Roles/Responsibilities	Teacher's Desired Outcomes
<p>My role as Coach: To improve instructional decision-making and increase reflectivity in practice</p> <p>Methods:</p> <ul style="list-style-type: none"> • Co-planning • Co-teaching • Observation 	<p>What do you hope to gain from coaching/co-teaching/modeling done in your classroom?</p>
<p>How and when we will communicate: We will meet individually, as needed, as well as during planning times.</p> <ul style="list-style-type: none"> • Learning focused conversations which include inquiry, reflection, generation of insights regarding professional practice, and lesson plan revision when necessary 	<p>How will you monitor student achievement in your classroom?</p>
<p>Focus in team/grade-level meetings:</p> <ul style="list-style-type: none"> • Plan effective instruction • Share ideas, problem solve collaboratively • Generate reciprocal support (shared effort) for growth and improvement of practice 	<p>Where do you want to start in your classroom? List our priorities (i.e., managing small-group activities, checking for comprehension, questioning techniques, etc.)</p> <ul style="list-style-type: none"> • • •
<p>Overall Focus: Participate as equals in planning, reflecting, and problem solving.</p>	<p>What additional resources will you need?</p>

Appendix G: [Mississippi's Approach to K-3 Literacy Instruction](#)



MISSISSIPPI'S APPROACH TO *K-3 Literacy Instruction*

OVERVIEW

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.

STRUCTURED LITERACY INSTRUCTION

Application of the Science of Reading

Structured Literacy is representative of reading instruction that applies the Science of Reading to classroom practice. *Structured Literacy* teaches all the components that evidence has found to be foremost in ensuring reading success.

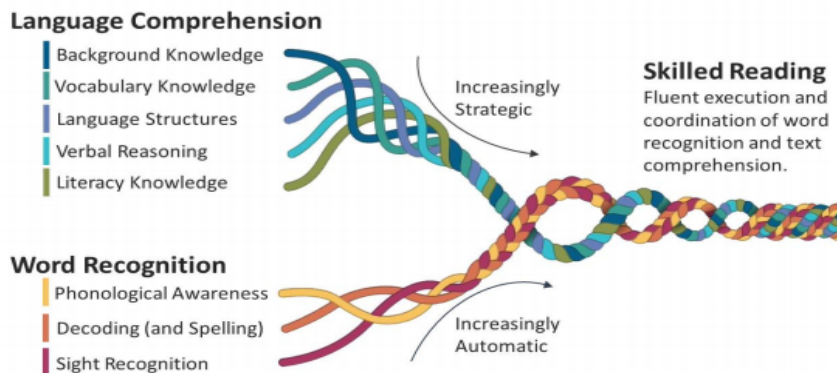
Structured Literacy is **not** just about phonics; it includes much, much more.

[The Simple View of Reading](#) (Gough and Tunmer, 1986) and Scarborough's Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.

SIMPLE VIEW OF READING



SCARBOROUGH'S READING ROPE MODEL



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Appendix H: Professional Development Request Form



PROFESSIONAL DEVELOPMENT REQUEST FORM

Basic Information			
Contact Person	School	Today's Date	Anticipated Number of Participants
Contact Person Number /Email		Intended Audience	Equipment (Who will provide)
Professional Development Activity	Dates to be held	Time beginning	Time Ending

Areas of Professional Development Activities <i>(please check all that apply)</i>		
<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Research-Based Decision Making <input type="checkbox"/> Assessment <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Data Analysis <input type="checkbox"/> Classroom Management	<input type="checkbox"/> Curriculum Alignment <input type="checkbox"/> Lesson Planning <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Building a Professional Learning Community (PLC)

Please briefly describe how the professional development activity will be utilized to improve the instructional process and/or effectively prepare students to meet challenging State or local academic content standards and student academic achievement standards. What data was used to determine this need?

Please provide specific details describing your perception of the topics and content that should be covered during this training/workshop. (Session Objectives)

Location	Person requesting professional development
	<i>(Initial or signature)</i>

Appendix I: Professional Development Evaluation Form

Mississippi Department of Education
Literacy-Based Promotion Act

Name of Training _____
Date of Training _____

Evaluation Form

Please take a few moments to let us know how we can improve our training of future participants. Your remarks can remain anonymous OR you may provide your contact information in case we need to follow-up on your feedback.

1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree

1. The presenter(s) were prepared and organized.	1	2	3	4	5
2. The presenter(s) were knowledgeable about the training content.	1	2	3	4	5
3. The training materials (binder materials, videos, discussions and feedback) were helpful.	1	2	3	4	5
4. Indicate on a scale of 1-4 how you would rate your knowledge of the material covered in this training. 1-Not prepared 2-Somewhat prepared 3-Prepared 4-Very prepared	1	2	3	4	
5. Indicate on a scale of 1-4 how you would rate yourself on being prepared to implement the strategies presented. 1-Not prepared 2-Somewhat prepared 3-Prepared 4-Very prepared	1	2	3	4	

6. **What additional information** do you need in order to successfully implement the strategies presented? _____

7. **What additional support** do you need to implement the strategies presented?

Additional comments/suggestions: _____

Contact Information (Optional) _____

Appendix J: MDE PowerPoint Template

Title Here

(No more than 2 lines, font size no smaller than 60)

Presenter Name

Presenter Title

Date



Mississippi Department of Education

3

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Title (No more than 1 line, font size no smaller than 20, text should not touch slide number)

6

Subtitle (font size no smaller than 20, change color to match icon)

- Body copy should be NO SMALLER than 20 pts
- Break up large amounts of text into multiple slides if necessary
- Text should not touch dark blue bar at the bottom



Change icon by going to Insert > Icons. Select an icon that is representative of your text. You can change the color of your icon by selecting the icon, going to Graphics Format in your ribbon, and changing the Graphic Fill color. The icon should hang slightly off the slide as in the example provided. The text should not touch the icon. Delete this text box before use.



State Board of Education STRATEGIC PLAN GOALS

2

- | | | | |
|---|---|---|---|
| 1 | ALL Students Proficient and Showing Growth in All Assessed Areas | EVERY School Has Effective Teachers and Leaders | 4 |
| 2 | EVERY Student Graduates from High School and is Ready for College and Career | EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes | 5 |
| 3 | EVERY Child Has Access to a High-Quality Early Childhood Program | EVERY School and District is Rated "C" or Higher | 6 |

Title (No more than 1 line, font size no smaller than 20, text should not touch slide number)

5

- Body copy should be NO SMALLER than 20 pts
- Break up large amounts of text into multiple slides if necessary
- Text should not touch dark blue bar at the bottom



Title (No more than 1 line, font size no smaller than 20, text should not touch slide number)

10

Enter text here. Font size no smaller than 20.	Enter text here. Font size no smaller than 20.	Enter text here. Font size no smaller than 20.
Do not delete boxes or icon.		
<small>Change icon by going to Insert > Icons. Select an icon that is representative of your text. You can change the color of your icon by selecting the icon, going to Graphics Format in your ribbon, and changing the Graphic fill color. The icon should hang slightly off the slide as in the example provided. The text should not touch the icon. Delete this text box before use.</small>		

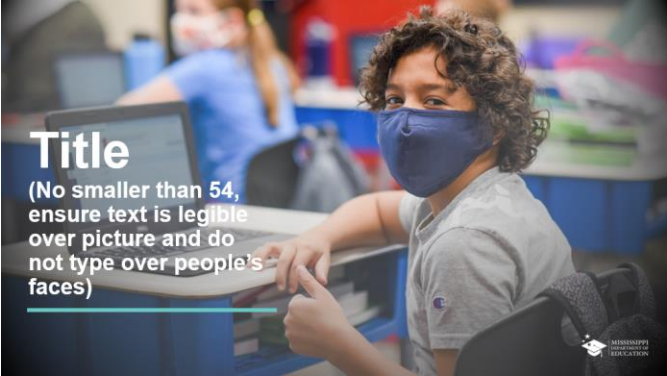


Enter text here. Font size no smaller than 20.
Delete boxes as needed, but do not add more than 4 boxes. If boxes are deleted, expand the height of the boxes to fill the slide.

Enter text here. Font size no smaller than 20.

Enter text here. Font size no smaller than 20.

Enter text here. Font size no smaller than 20.



Title
 (No more than 2 lines, font size no smaller than 60)

Subtitle (No more than 2 lines, font not smaller than 28)

Presenter Name

Presenter Title
 Presenter email

mdek12.org



https://www.mdek12.org/sites/default/files/Offices/MDE/OCGR/2021_mde_template.pptx

Appendix K: Literacy Coach Shadowing Form



Literacy Coach Shadowing Form

Coach: _____ Coach Shadowing: _____ School: _____

Pre-Conference	Post-Conference	Next Steps
<ul style="list-style-type: none"> ▪ <i>What questions do you have before going to shadow?</i> ▪ <i>Identify your needs or the needs of coach you are shadowing.</i> ▪ <i>What is the planned activity to be observed? (teacher/coach conversation, PD, PLC, model lesson....)</i> 	<ul style="list-style-type: none"> ▪ <i>What was your impression of what you observed? (What worked or didn't work?)</i> ▪ <i>What did you learn and how will you use this skill at your school?</i> ▪ <i>What additional questions/needs do you have?</i> 	<ul style="list-style-type: none"> ▪ <i>Based on this experience, what next steps will be taken to make you a more effective coach?</i> ▪ <i>How and when will these next steps be implemented?</i>

****The focus questions listed at the top of the form may be used as a guide for formulating pre/post conference questions.

Teacher Signature: _____ Literacy Coach Signature: _____

Appendix L: Informal Observation Tools


Literacy Coach Conference Artifacts

Teacher _____ Grade _____ Coach _____ School _____


Pre-Conference	Post-Conference	Next Steps	Follow-up
<ul style="list-style-type: none"> • What component(s) of instruction will be the focus of observation? • What is the content or skill objective(s)? • Identify the special needs of various students that should be considered. 	<ul style="list-style-type: none"> • What was your impression of the lesson? (What worked or didn't work?) • How will you/you/you assess mastery of the content or skill objective? • What is the evidence that students have mastered the concept or skill objective? • If not mastered, how will we meet the students' needs? 	<ul style="list-style-type: none"> • Based on this experience, what next steps will be taken to make instruction more effective? • How and when will these next steps be implemented? 	<ul style="list-style-type: none"> • When will we revisit to see how instructional delivery is progressing? (if applicable) • What component of instruction will be the focus of the next conference?
Date: _____	Date: _____	Date: _____	Date: _____

***The focus questions listed at the top of the form may be used as a guide for formulating pre/post conference questions.

Teacher Signature: _____ Literacy Coach Signature: _____



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EDUCATION
Ensuring a bright future for every child




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**Coaching Guide
Observation Tool**

Teacher _____ Grade _____ Date _____
 School _____ Coach _____ Total Time: _____

Phonemic Awareness Phonics/Word Study Fluency Vocabulary Comprehension Writing

Evidence/Comments		
Teacher-Teaching	Time	Student-Learning



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Post Observation Informal Conferencing Tool

Teacher	Grade	School	Date
_____	_____	_____	_____
Literacy Coach _____		Total Time _____ # of students _____	

Lesson Focus (please check all that apply)

Phonemic Awareness Phonics Fluency Vocabulary Comprehension Writing

What do you think about today's lesson? Do you think that the lesson was a success?

What were your overall goals for this lesson (remediation, review, introduction of a new skill, etc.)?

How would you improve this lesson?

This is what I saw....
 (Be very objective. State facts only, praise good strategies, list procedures, offer constructive feedback for improvement, etc.) Use *scripting form* to cite positives, challenges and possible next steps.

What are our next steps? In what ways can I provide support (i.e., co-teaching, modeling, planning, etc.)

Appendix M: Coaching Lesson Plan

Coaches Lesson Planning Chart for _____		
Coach: _____	Teacher(s): _____	School: _____ Date: _____
MS College- and Career-Readiness Standards Addressed in the Lesson:		
Coaching FOCUS: What <u>content</u> will your teacher be learning during this lesson?	Which <u>strategies</u> will you use to reinforce learning of content?	LESSON OUTLINE: What steps will you take to conduct your lesson?
	Reading: Writing: Listening: Speaking:	
How will I help the teacher and students build background for the new learning?		
Support Data	Focus Questions for the Observing Teacher	Key Vocabulary Focus
Materials, Scaffolding, and Assessment		
Materials Needed (Please list ALL items) NOTE: Identify by * which resources to be used are school-based (Basal, instructional program, etc.)		Teaching Techniques for Scaffolding Learning
Assessment		
For INSTRUCTION:	For STUDENTS:	
	Identify lesson type (Modeling/Co-teaching): Identify where lesson occurred (classroom, PD, PLC): Resources provided to teachers as follow-up to lesson: Grouping: <input type="checkbox"/> Whole class <input type="checkbox"/> Small group <input type="checkbox"/> Center <input type="checkbox"/> Teacher-led Center	<input type="checkbox"/> Informal-Observation/Anecdotal notes <input type="checkbox"/> Formal-Checklist <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Student Product <input type="checkbox"/> Center Accountability Tool (i.e., self-check, recording sheets, etc.) <input type="checkbox"/> Exit Ticket

Appendix N: Demonstration Lesson Focus Form



Demonstration Lesson Focus Form

Teacher _____ Grade _____ Date _____

School _____ Coach _____ Total Time: _____

Lesson Focus/Essential Reading Component: _____

While observing the demonstration lesson, consider how the coach:

- | | |
|--|--|
| <ul style="list-style-type: none"> Explains lesson objectives and procedures. Activates prior knowledge. Models the use of concrete examples. Makes learning visible and breaks down instruction into steps. Uses scaffolding to support student learning. Integrates previously learned knowledge and skills. | <ul style="list-style-type: none"> Paces instruction and provides students enough thinking time. Provides frequent opportunities for students to respond. Gives students immediate and specific feedback. Adjusts instruction based on students' responses. Monitors student learning and progress. |
|--|--|

Notes/Observations:

Questions:

Appendix O: Learning Walk Protocol

LEARNING WALK PROTOCOL K-3

DATE: _____



TEACHER: _____

GRADE: _____

OBSERVER: _____

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation/planning, 4) writing and literacy centers.

INSTRUCTION PART 1: APPLICATION OF STRUCTURED LITERACY CONCEPTS		NOTES/EVIDENCE
PHONEMIC AWARENESS Whole group for K-1 Differentiated instruction for 2-3	<input type="checkbox"/> Targets appropriate phonological awareness and word recognition skills (e.g., syllables, onset-rime, initial phoneme identification, phoneme isolation, blending, segmenting, substitution, deletion, reversal) for age and skill level of group <input type="checkbox"/> Models right to left; students view left to right <input type="checkbox"/> Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples <input type="checkbox"/> Includes multisensory approach (e.g., hand motions, tapping, movement, use of sand or other manipulatives) <input type="checkbox"/> Uses words in oral language that students know, or teacher incidentally defines in order to enhance meaning	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed
PHONICS	<input type="checkbox"/> Targets appropriate word-recognition skills for grade and skill level <input type="checkbox"/> Follows explicit, systematic lesson plan <input type="checkbox"/> Includes multisensory blending and reading activities (e.g., hand motions, sand, objects to move during blending) <input type="checkbox"/> Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples <input type="checkbox"/> Uses routines, cards, strategies or signals throughout lesson to help students distinguish, name, remember and write sounds and letters <input type="checkbox"/> Fluency is embedded throughout instruction	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed

Appendix P: Learning Walk Outcomes Report



Learning Walk Outcomes Report
 <School Name>
 Fall 2017-2018

School	Principal	
Team Members	Date completed	
AREA:		
<i>Commendations:</i>		
•		
<i>Recommendations:</i>		
•		
AREA:		
<i>Commendations</i>		
•		
<i>Recommendation</i>		
•		
Next Steps	Person Responsible	Possible Resources:
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

Appendix Q: Monthly Report



Monthly Literacy Coach Report

Literacy coaches will work with the Mississippi Department of Education to coordinate the *Literacy-Based Promotion Act* and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. Literacy coaches will provide a non-threatening, open, professional, and collaborative work relationship with district-level school personnel, school-based literacy coaches, principals, and teachers. They will be required to effectively identify the needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of 3rd grade.

School/District:		Principal:	
Literacy Coach:		Month/Year:	
Monthly Coaching Checklist (detailed notes regarding coaching activities outlined on the second page)			
	# of co-teaching opportunities		
	# of modeling opportunities		
	# coaching conferences (pre- or post- conferences, individual planning conferences)		
	# of PLCs (planning, data, or content-building)		
	# of PDs (before, during, or after school)		
	# of principal debriefs		
Check the box that reflects the current school schedule <input type="checkbox"/>			
<input type="checkbox"/> Traditional Schedule (students are physically present in schools each day)		<input type="checkbox"/> Virtual Schedule (instruction provided through distance learning)	
<input type="checkbox"/> Hybrid Schedule (combines online and face-to-face instruction for students)		<input type="checkbox"/> Professional Development (topics, audience, and number of participants)	
Please provide any additional information about scheduling:			
Observations and Coaching (grade-level and/or school-wide)			
Professional Development (topics, audience, and number of participants)			
Data Analysis (screeners, assessment results, teacher-student ratio, etc.)			

Note: This document is not an evaluative tool.

Appendix R: Limited Support School Literacy Coach Report



Limited Support School Literacy Coach Report

The Mississippi Department of Education utilizes a gradual release literacy coaching model to promote sustainability of best practices and to maximize and enhance instructional capacity. Therefore, Limited Literacy Support Schools will receive MDE literacy coach support, which may include: School Literacy Plan implementation (technical assistance), learning walk facilitations (Fall and Spring), data analysis support, instructional time management (scheduling the 90-minute reading block, effective use of personnel), and professional development and/or professional learning communities.

The building administrator will be responsible for documentation, implementation, and follow through of next steps.

School: Click here to enter text.	Principal: Click here to enter text.
Literacy Coach: Click here to enter text.	Date: Click here to enter a date.
Check the box and/or boxes below that reflect the type of support provided during this visit. Then, provide a snapshot of that support.	
<input type="checkbox"/> Observations and Coaching <small>(grade-level and/or school-wide)</small>	<input type="checkbox"/> Professional Learning Communities <small>(topics, audience, and number of participants)</small>
<input type="checkbox"/> Professional Development <small>(topics, audience, and number of participants)</small>	<input type="checkbox"/> Data Analysis <small>(screeners, assessment results, teacher-student ratio, etc.)</small>
Snapshot <small>(details of coaching support provided)</small>	
<ul style="list-style-type: none"> • Click here to enter text. 	
Other <small>(next steps, contributing factors)</small>	
<ul style="list-style-type: none"> • Click here to enter text. 	

Appendix S: Coaching Log

Name:																		
Address:																		
Task Category															August	Task Use Comprehensive Report		
Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		Totals	
Date	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		31	
Total Hours 1-15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
Total Hours 16-31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
1. Professional Development																		
a. Attendee																	-	
b. Presented by Coach																	-	
c. Developer (Research & Planning)																	-	
																	-	
2. Coaching																		
a1. Observations Pre-K																	-	
b1. Modeled Lessons Pre-K																	-	
c1. Co-Teaching Pre-K																	-	
a. Observations K																	-	
b. Modeled Lessons K																	-	
c. Co-Teaching K																	-	
d. Observations 1st																	-	
e. Modeled Lessons 1st																	-	
f. Co-teaching 1st																	-	
g. Observations 2nd																	-	
h. Modeled Lessons 2nd																	-	
i. Co-Teaching 2nd																	-	
j. Observations 3rd																	-	
k. Modeled Lessons 3rd																	-	
l. Co-Teaching 3rd																	-	
m. Preparation for Modeled and Co-Teaching Lessons																	-	
n. Preparation for Classroom Implementation																	-	
3. Professional Learning Communities (PLC'S)																		
a. Data PLC (Analysis of gathered																	-	

Appendix T: School Literacy Action Plan (SLAPs)

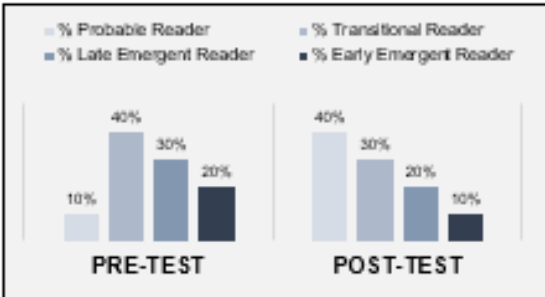
SCHOOL-WIDE LITERACY ACTION PLAN SCHOOL YEAR: 2020-2021	 MISSISSIPPI DEPARTMENT OF EDUCATION <i>Ensuring a bright future for every child</i>	School Name: ABC Elementary Principal: Jane Doe Literacy Coach: Jim Smith Date Updated: September 5, 2021
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Purpose: The purpose of the School-wide Literacy Action Plan is to provide a plan for addressing areas of concern in reading that have been identified through data analysis. (i.e. screeners, observations, formal/informal assessments, etc.) Section 1 includes graphs for listing beginning of year (BOY) universal screener data. Data analysis from these results should yield target goals for improving student performance. Section 2 outlines the goals for addressing school-wide concerns. This section should include opportunities for professional development, targeted coaching support, and approaches for implementing evidence-based literacy practices school-wide.

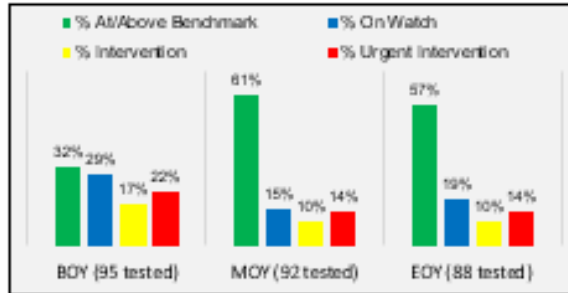
SECTION 1a: KINDERGARTEN DATA

Universal Screener Tool:
 STAR Reading & Early Literacy


K-READINESS DATA:



UNIVERSAL SCREENER KINDERGARTEN:



Appendix U: Comprehensive Report

LITERACY COACH COMPREHENSIVE REPORT School Year: 2020-2021	 MISSISSIPPI DEPARTMENT OF EDUCATION <i>Ensuring a bright future for every child</i>	Literacy Coach: Jim Doe Date Updated: 9/5/2020		
SCHOOL AND DISTRICT INFORMATION				
School #1: ABC Elementary School #2: 123 Elementary Limited Support: XYZ Elementary	District: Apple School District District: Pear School District District: Strawberry School District			
		School #1	School #2	Limited Support
Number of Administrative Personnel	Principal			
	Asst. Principal			
	Instructional Facilitator			
	School Based Coach			
Number of Teachers Per Grade	Kindergarten			
	1 st grade			
	2 nd grade			
	3 rd grade			
Number of Teacher Absences Per Grade	Kindergarten			
	1 st grade			
	2 nd grade			
	3 rd grade			
Number of Students Per Grade	Kindergarten			
	1 st grade			
	2 nd grade			
	3 rd grade			

Appendix V: Travel Form

SBE FORM1321
February 2011

STUDENT'S NAME
FUND
FUNCTIONAL AREA
CONTROL NUMBER
SUBPROJECT NUMBER
DEPARTMENT

**MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF ACCOUNTING
CONSULTANT SERVICES
VOUCHER FOR REIMBURSEMENT OF EXPENSES
INCIDENT TO OFFICIAL TRAVEL**

STATE OF MISSISSIPPI DEPARTMENT OF HEALTH

Vendor/MAGHC #: _____

Name: _____

Address: _____

Personnel Service Contract - Title of Accountant - (not reported on 1099). This includes contract personnel's travel when accounted for by use of an invoice, travel voucher, or documents that identify travel expenses such as meals, lodging, mileage, rental car, or commercial transportation, etc.

No costs associated with employer in a PIN or WIN is included in this payment.

ALLOWABLE AMOUNT CLAIMED			AMOUNT ALLOWABLE <small>(Amount verified)</small>		
DOLLARS	CENTS	GL ACCOUNT	DOLLARS	CENTS	
		61696000			

Subject to any difference determined by verification, I certify that the above amount claimed by me for travel expenses for the period indicated is true and accurate in all respects, and that payment for any part has not been received.

SIGNATURE OF PAYER: _____ DATE: _____

VERIFIED BY: _____ TITLE: _____

APPROVED FOR PAYMENT: _____ TITLE: _____

PENALTY FOR FRAUDULENT CLAIM: *Fine of not more than \$500; civilly liable for full amount (actual liability); removal from office or position held (Sections 25-1-93 and 25-1-94, MS Code Ann. (9/25)

Form 13.21
Itemized Statement of Travel Expenses SPAHRS Agency # _____ Name: _____ MAGHC#:

Date	Purpose	Points of Travel	Miles	Actual Breakfast	Actual Lunch	Actual Dinner	Daily Meals Allowed	Hotel	Other Authorized Expenses	
									Item	Amount
Total			0	0.00	0.00	0.00	0.00	0.00		0.00
Mileage Reimbursement Rate				0.575						
Total Mileage Dollar Amount				0.00						

Note: (1) Receipts for amounts paid for lodging and other expenses must accompany this voucher. (2) All activity pertaining to a certain date should be shown on the associated line or lines completely across the form. (3) Daily Meals Allowed equals the total of Actual Meals, not to exceed the Maximum Daily Meal Reimbursement. (4) If Tips are included in Other, then the type of tip must be identified. (5) A continuation sheet may be used if necessary.

Appendix X: Regional Coordinator Performance Review Form



Regional Coordinator Performance Review
Office of Elementary Education and Reading
 Division of Literacy

Name:	Position:
Form completed by:	Date of Review:
Assistant State Literacy Coordinator's Name:	

Performance Evaluation Criteria	1	2	3	4
Quality and Completion of Work – Assignments completed by the coach meet quality standards in a timely manner.				
1. Completes tasks in a timely manner.				
1.1. Completes coaching logs thoroughly and submits for review in a timely manner 1.2. Reviews literacy coaching logs thoroughly and provides feedback in a timely manner 1.3. Thoroughly completes coaching documentation indicating the coaching cycle 1.4. Assigns and completes tasks within deadlines				
Communication – Effectively uses written and verbal communication skills to proactively and thoroughly communicate information and knowledge. Cooperation/Teamwork – Displays a cooperative attitude toward work assignments and requirements. Demonstrates consideration of others, maintains rapport with others, and assists others willingly while completing job duties as assigned.				
2. Collaborates with all personnel in a professional manner.				
2.1. Builds and maintains a collegial relationship with teachers, administrators, and other literacy coaches 2.2. Displays courteous and respectful behaviors when receiving feedback from teachers, administrators, literacy coaches, and supervisors				
Planning/Organizing – Plans and organizes work, establishes appropriate priorities, anticipates future needs, and completes assignments effectively.				
3. Maintains an organized system of documenting services including, but not limited to, monthly reports, comprehensive reports, coaching logs, action plans, and lesson plans.				
3.1. Plans and implements and/or facilitates PLCs, PDs, regional meetings, and model lessons according to data, school, and region needs 3.2. Organizes and establishes a thorough system of both anecdotal and quantitative data				

Evaluation Descriptors 1: Should receive immediate and comprehensive professional learning and supports designed to address identified areas of growth.
 2: Does not fully demonstrate effectiveness. Requires clear, specific, and actionable feedback to improve his/her practice.
 3: Demonstrates effective practices. 4: Demonstrates advanced practices.

Appendix Y: Assistant State Coordinator Performance Review Form



Assistant State Literacy Coordinator Performance Review
Office of Elementary Education and Reading
 Division of Literacy

Name:	Position:
Form completed by:	Date of Review:
State Literacy Director:	

Performance Evaluation Criteria	1	2	3	4
Quality and Completion of Work – Assignments completed by the Coordinator meet quality standards in a timely manner.				
1. Completes tasks in a timely manner.				
1.1. Completes coaching logs thoroughly and submits for review in a timely manner 1.2. Reviews literacy coaching logs thoroughly and provides feedback in a timely manner 1.3. Thoroughly completes coaching documentation indicating the coaching cycle 1.4. Assigns and completes tasks within deadlines				
Communication – Effectively uses written and verbal communication skills to proactively and thoroughly communicate information and knowledge. Cooperation/Teamwork – Displays a cooperative attitude toward work assignments and requirements. Demonstrates consideration of others, maintains rapport with others, and assists others willingly while completing job duties as assigned.				
2. Collaborates with all personnel in a professional manner.				
2.1. Builds and maintains a collegial relationship with teachers, administrators, and other literacy coaches 2.2. Displays courteous and respectful behaviors when receiving feedback from teachers, administrators, literacy coaches, and supervisors				
Planning/Organizing – Plans and organizes work, establishes appropriate priorities, anticipates future needs, and completes assignments effectively.				
3. Maintains an organized system of documenting services.				
3.1. Plans and implements and/or facilitates small group regional meetings according to data, school, and region needs 3.2. Organizes and establishes a thorough system of both anecdotal and quantitative data				

Evaluation Descriptors **1:** Should receive immediate and comprehensive professional learning and supports designed to address identified areas of growth.
 2: Does not fully demonstrate effectiveness. Requires clear, specific, and actionable feedback to improve his/her practice.
 3: Demonstrates effective practices. **4:** Demonstrates advanced practices.

Appendix Z: Literacy Coach Emergency Contact Information

LITERACY COACH EMERGENCY CONTACT INFORMATION

2020-2021

Personal Information	
Name:	Cell Phone:
Home Address:	
Emergency Contact	
<i>Primary Contact</i>	<i>Secondary Contact</i>
Name:	Name:
Relationship:	Relationship:
Phone:	Phone:
Supervisor Contact	
<i>Regional Literacy Coordinator</i>	<i>Assistant State Literacy Coordinator</i>
Name:	Name:
Phone:	Phone:
Medical Information	
Allergies:	
Important Medical History:	
Primary Hospital:	

The information on this form is confidential and for emergency use only.



Literacy Coach Handbook Agreement

By signing this document, I affirm that I have read and understood the terms outlined in the Mississippi Department of Education Literacy Coach Handbook. I agree to abide by those terms. I also understand that I will not share my login or password to the MDE email or database with any other person and will protect the login or password with due care.

Printed Name

Signature

Date

