

Inside...
solutions and strategies for
literacy coaches leaders



**INTERNATIONAL
Reading
Association**
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Resources for Literacy Coaches and Leaders

Practical Solutions for Improved Instruction



**INTERNATIONAL
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The leading authority on literacy instruction

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Literacy Coaches...

Major literacy initiatives have specified a need for literacy coaching, but the day-to-day application of coaching is largely left up to you. How do you define your role, build or enhance your school's coaching program, and deal with teachers and administrators in a constructive and supportive manner? You face these and other unique challenges as a literacy coach, and there's no one-size-fits-all solution.

Literacy Leaders...

You want new ideas for improving and enhancing literacy instruction in your schools, examples of initiatives that worked in real-world situations, and strategies to support and guide the literacy coaches, reading specialists, and teachers that make up your literacy team.

IRA has what you need...

Whether you are a literacy coach or a literacy leader, the International Reading Association can provide the resources you seek. The leading authority on literacy instruction, IRA delivers research-based, practical, and proven strategies for creating, sustaining and improving literacy programs. Find the tips, strategies, solutions, and support you need in the rich variety of coaching and leadership resources presented in the following pages.

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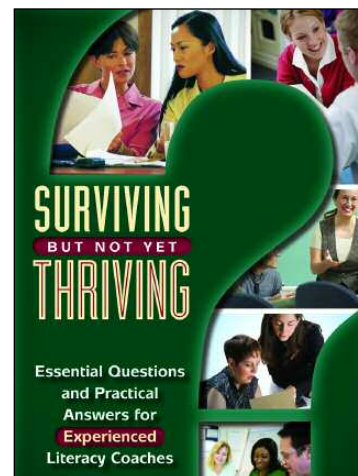
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BOOKS LITERACY COACHING

From the bestselling author of *The Literacy Coach's Survival Guide...*

Surviving but Not Yet Thriving: Essential Questions and Practical Answers for Experienced Literacy Coaches

Cathy A. Toll



You're an experienced literacy coach. You're getting the job done, but you continue to face obstacles to achieving your goals. Reconnect to your intentions and hopes for literacy coaching and *thrive* with help from this indispensable new resource written especially for experienced literacy coaches.

Each chapter asks a key question posed by experienced coaches and offers practical answers on critical issues, such as:

- Strengthening relationships with administrators and teachers
- Dealing with difficult people
- Gauging your effectiveness
- Working government mandates
- Finding other coaching tools.

Using friendly, conversational language, author Cathy Toll focuses on big-picture views of literacy coaching, coaches' attitudes and perspectives, and other issues that may lead to ongoing struggles for experienced coaches. The final chapter features key ideas and tools—from practical actions to thoughts for self-reflection—you can use to grow and thrive as a literacy coach. Classroom examples, reproducibles, and a narrative bibliography offer additional resources.

© 2008 / 160 pp / ISBN 978-0-87207-692-1

No. 692-399

IRA Members \$17.95 • Nonmembers \$22.95

SAVE when you buy
**The Literacy Coach's Q&A
Package**

- **Surviving but Not Yet Thriving**
- **The Literacy Coach's Survival Guide (see p. 4)**

© 2008 / No. 9229-399

IRA Members \$34.95 • Nonmembers \$43.95

TIP

Literacy coaches should develop an "elevator" speech

Literacy coaches are often challenged to clearly define their role to the educational leaders, policymakers, and teachers they work with every day. One way coaches can consistently describe their work is to develop an "elevator speech." Practicing a speech that is the length of time it would take to ride an elevator from the ground floor to the tenth floor will help literacy coaches to develop a concise, on-the-mark description of what they do.

The Literacy Coach's Survival Guide: Essential Questions and Practical Answers

Cathy A. Toll

As you navigate the challenging, complex, and often uncharted course facing literacy coaches today, you'll rely on a toolkit of skills and resources to help you survive—your experience as a literacy professional, your passion and commitment to making a difference...and this book.

This information-packed, user-friendly resource provides strategies for promoting change, dealing with the hands-on aspects of coaching, and coaching effectively in difficult situations.

As in *Surviving but Not Yet Thriving*, each chapter presents key questions and practical answers on critical topics for literacy coaches. Real-world scenarios demonstrate the day-to-day issues coaches face when working with teachers, along with suggested responses to achieve more productive results.

Handy tables and charts make the coaching challenges and their solutions easy to compare and evaluate. A narrative bibliography and topical index of questions provide quick reference to the professional literature and topics covered in the book.

© 2005 / 192 pp / ISBN-10 0-87207-565-6 • ISBN-13 978-0-87207-565-8
No. 565-399
IRA Members \$19.95 • Nonmembers \$24.95

SAVE when you buy The Literacy Coach's Q&A Package

- *Surviving but Not Yet Thriving*
- *The Literacy Coach's Survival Guide* (see p. 3)

TIP

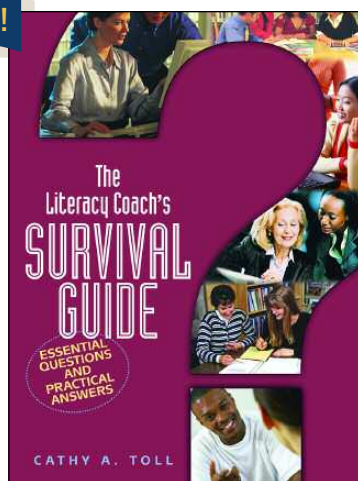
How to Avoid Common Mistakes When Making a First Impression

The first face-to-face meeting with teachers is often when literacy coaches unintentionally spoil the opportunity to make a good first impression. In Chapter 3, Cathy Toll describes common mistakes to avoid at that first, critical meeting.

Here is an example of a common blunder: At the beginning of the conversation, the literacy coach outlines possible things he or she can do for the teacher—demonstration lessons, class observations, and instructional coplanning. The teacher says, “Thanks, but I don't need any help right now.”

Toll explains why this and other common mistakes are not the best approach and what to do to make a positive first impression. Go to www.reading.org to download this sample chapter and learn more!

BESTSELLER!



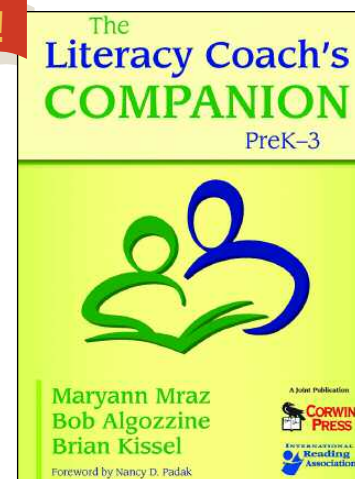
The Literacy Coach's Companion, PreK–3

Maryann Mraz, Bob Algozzine, Brian Kessel

Here, at last, is a text that focuses on the expanding role of coaches in improving literacy instruction for preschool and primary-grade children. You'll find a wealth of resources, all tailored to the needs of PreK–3 literacy coaches, including:

- Practitioner-friendly guidelines and evidence-based strategies for sustained professional development
- Protocols for classroom observations and teacher conferences
- Vignettes that offer solutions to common coaching challenges

NEW!



Learn how you can define an effective, proactive role in promoting early literacy initiatives, strengthen content knowledge and coaching skills to support teachers' efforts and students' literacy development, and collaborate with teachers and school leaders to establish productive learning communities.

Each chapter includes a “Voices From the Field” feature, with accounts from working literacy coaches who share their challenges, triumphs, insights, and advice. Sample schedules, organizational templates, and a variety of formats for documenting observations and conferences help coaches manage the organizational “nuts and bolts” that are so important for establishing a framework for effective coaching.

Copublished with Corwin Press

© 2009 / 176 pp / No. 9199-399

IRA Members \$22.95 • Nonmembers \$28.95

TIP

Create a Literacy Pep Rally

Literacy coaches should start the school year by discussing with the administration the school's broad vision for literacy. Based on that discussion, the school principal, with the help of the literacy coach, creates a Literacy Pep Rally where plans can be announced for the year, including book clubs, book talks, and reading challenges. The Pep Rally initiates a literacy mission and encourages the entire school community to work toward that mission.

Read sample chapters and order online at www.reading.org

Coaching for Balance: How to Meet the Challenge of Literacy Coaching

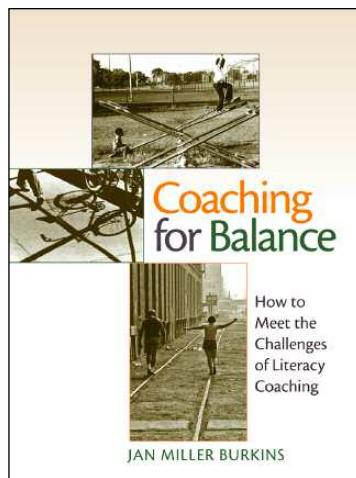
Jan Miller Burkins

Are you feeling stressed by the push and pull of competing demands you face every day as a literacy coach? Would you like some reassurance that you aren't the only coach who sometimes feels lost and overwhelmed?

Finding balance in your busy life can be difficult. Use this reader-friendly guide to develop a coaching philosophy that will serve as a foundation for day-to-day decisions in your work and guide your quest for balance.

Learn how to define your role as a coach, develop thoughtful coaching practices, initiate support and change, foster relationships with teachers and administrators, assume leadership without authority, and become more literate about assessment and how it relates to coaching.

Jan Miller Burkins, a practicing literacy coach, gives her book a fresh perspective on coaching by emphasizing coaching pedagogy rather than reading pedagogy. Using personal experiences, analogies, and research, she explores the personal and professional responsibilities of literacy coaches, while also encouraging strategies of self-preservation.



© 2007 / 240pp / ISBN 978-0-87207-617-4
No. 617-399
IRA Members \$21.50 • Nonmembers \$26.95

“Coaching for Balance is a treasure chest full of sound advice, encouragement, and inspiration that will speak to new coaches as well as veterans in the field.”

— Allison Niedzweicki, Literacy Coach

TIP

Collect Positive Souvenirs

In Chapter 8, Jan Miller Burkins discusses the importance of self-evaluation for literacy coaches. She suggests that coaches maintain a positive outlook by literally collecting “bits of positivity,” such as e-mails or hand-written notes, that thank you or notice something you’ve done well. You will then develop a habit of looking for the positive in your work.

Read sample chapters and order online at www.reading.org

Meeting the Challenge of Adolescent Literacy: Practical Ideas for Literacy Leaders

Judith L. Irvin, Julie Meltzer, Martha Jan Mickler, Melvina Phillips, Nancy Dean

Improve reading scores. Improve writing scores. Improve student achievement. Literacy leaders take these goals very seriously, especially in today's charged climate of high-stakes testing and accountability.

Here is a hands-on guide to starting and sustaining a schoolwide literacy initiative aimed at overcoming critical issues in adolescent literacy and improving student achievement.

Principals, literacy coaches, teacher leaders, curriculum directors, and others responsible for literacy programs will find this text essential for concrete suggestions on how to use data, support teachers to improve instruction, build leadership capacity, and allocate resources to improve student literacy.

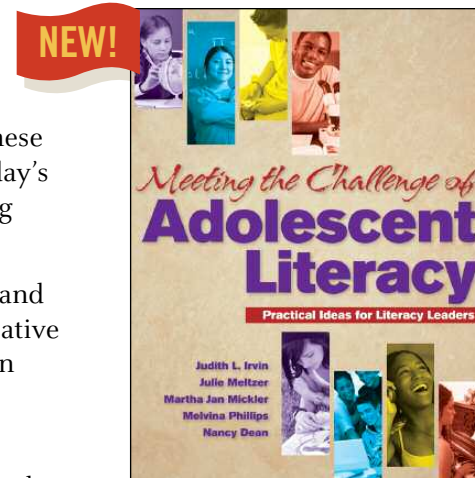
A “For Discussion” feature offers questions and statements you can use to generate discussion and to understand teachers’ beliefs and current practices. Practical suggestions, approaches, and tools engage everyone, including adolescents themselves, to focus on improving student reading, writing, and thinking. Additional resources include more than 25 diagnostic tools that will also be available online at www.reading.org.

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No. 689-399
IRA Members \$22.95 • Nonmembers \$28.95

TIP

The Importance of “Branding”

Many leaders have worked with their leadership team or with their faculty to name their literacy improvement efforts. Examples include “Improving Reading, Writing, and Thinking Together;” “Get Booked;” and “Lit for All.” It is important to have a consistent name to brand the initiative. Once you choose a name, make sure it is visible on your website and in your newsletters. Report on the progress at school board meetings, parent association meetings, and school assemblies, constantly connecting the work you see students and teachers doing to the literacy improvement effort.



Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist's Resource

Stephanie L. McAndrews

Here is everything you need to understand, assess, and teach necessary literacy skills to grade K–8 children.

This comprehensive text presents diagnostic literacy assessments and strategies for multiple standards-based literacy processes—including language and vocabulary development, phonological awareness, fluency, comprehension, writing, and motivation—along with thorough explanations of each process and how to assess and reinforce essential skills.

Literacy leaders can use this book to help classroom teachers select and analyze appropriate assessments and instructional strategies that will help students become lifelong readers, writers, and learners. Numerous resources in this book include:

- Examples of how to fill in assessments, analyze results, and plan instruction
- Detailed explanations of strategies
- Advice on how to provide individual strategy instruction
- An extensive list of research references
- Reproducible copies of assessments and strategy tools in the appendix and online

© 2008 / ISBN 978-0-87207-608-2

No. 608-399

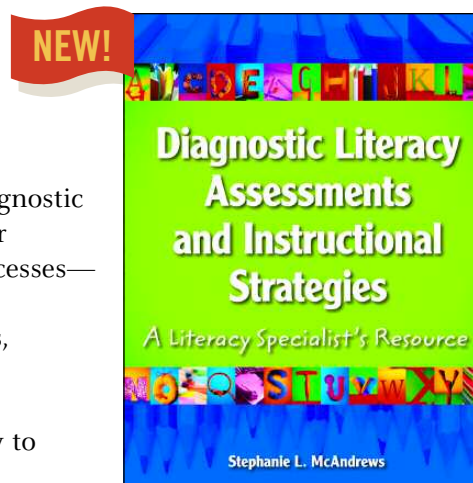
IRA Members \$30.95 • Nonmembers \$38.95

TIP

Conduct the Interest and Activities Inventory Assessment First

Students tend to be more relaxed about assessment if it begins with questions about themselves with no right or wrong answers. Administer the Interest and Activities Inventory assessment first to introduce a student to the assessment process and identify attitudes, beliefs, and motivation toward reading and writing. All responses are useful to determine the types of literacy materials the student might like.

To see the reproducible for this assessment, go to www.reading.org and download the entire appendix, including all the reproducibles, for FREE.



Leading a Successful Reading Program: Administrators and Reading Specialists Working Together to Make It Happen

Nancy DeVries Guth, Stephanie Stephens Pettengill

Many literacy leaders need help establishing a schoolwide literacy program but don't know where to start. Use the model detailed here to inspire your vision for a schoolwide literacy program that ensures no child and no teacher are left behind without the benefit of positive, productive literacy instruction that is based on research.

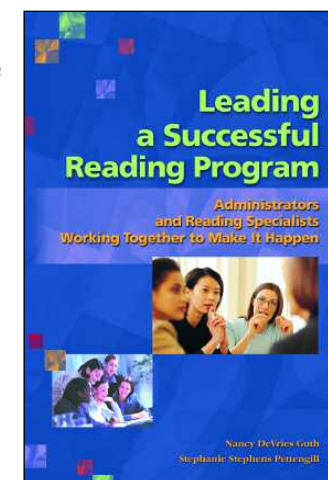
You'll learn how to establish a literacy community, get all staff involved, build the school resource collection, assess the program's success, and plan collaboratively with students and parents. Each chapter is written from two viewpoints: The first half provides program and administrative suggestions from a literacy supervisor's viewpoint. The second half of each chapter provides examples of practical implementations of the program that worked for a reading specialist.

Helpful resources include sample lesson plans, suggestions for organization and specialized instruction, and recommendations for how to motivate staff, students, and parents.

© 2005 / 208 pp / ISBN-10 0-87207-579-6 • ISBN-13 978-0-87207-579-5

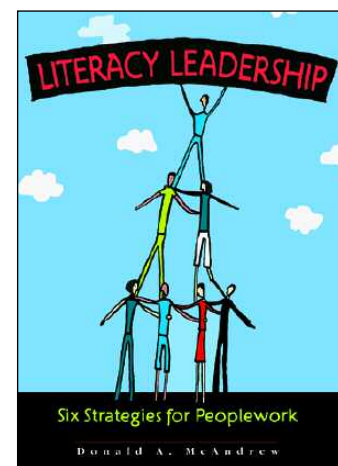
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Literacy Leadership: Six Strategies for Peoplework

Donald A. McAndrew



Make a greater impact in your classroom, school, and community by developing literacy leadership skills you can apply to your professional practice.

Discover six proven strategies for doing the “peoplework” at the core of successful leadership: creating and communicating a vision; modeling that vision; experimenting with new ideas and taking risks; nurturing competence, trust, and collaboration; encouraging the heart; and transforming oneself through reflection and learning.

Donald A. McAndrew reviews some of the major theory and research on leadership and provides a glimpse of leaders who value peoplework over paperwork. Vignettes show the many ways in which classroom teachers can take the necessary steps toward leadership.

© 2005 / 172 pp / ISBN-10 0-87207-556-7 • ISBN-13 978-0-87207-556-6

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IRA Members \$18.95 • Nonmembers \$23.95

Read sample chapters and order online at www.reading.org

Find more great resources online. Click the “Coaching and Leadership Link” at www.reading.org.



- Articles from IRA’s peer-reviewed, professional journals—*The Reading Teacher*, *Journal of Adolescent & Adult Literacy (JAAL)*, and *Reading Research Quarterly*—as well as the bimonthly newspaper, *Reading Today*.
- Recommended reading lists of professional development books and articles on coaching and leadership
- Information on IRA’s annual convention and other conferences, which feature numerous speakers and sessions on literacy leadership and professional growth.
- Position statements, resolutions, white papers, standards documents, and briefs.
- Special interest groups and committees of interest to literacy coaches and leaders.

TIP

Expand Your Knowledge Base at the Literacy Coaching Clearinghouse

A collaboration between IRA and the National Council of Teachers for English, the Clearinghouse gives you access to the research and best practice coaches rely on to create excellent reading instruction. The site’s features include professional standards, issue briefs, and a library. A blog and discussion forums give coaches the opportunity to interact with their peers. Learn more at www.literacycoachingonline.org.

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9229-399		The Literacy Coach’s Q&A Package	\$34.95	\$43.95	
9199-399		The Literacy Coach’s Companion, PreK-3	\$22.95	\$28.95	
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