

The Sweet Spot of Coaching: Where Teachers and Administrators Find Common Ground While Developing a Comprehensive Literacy System

Jill A. Baker and Kathleen A. Brown, Long Beach Unified School District, Long Beach, California

Imagine yourself visiting an urban elementary school as one member of a team of teachers and administrators learning about effective literacy practices and pondering how to better support teachers and students at the school. After watching a skilled first-grade teacher being coached by a Reading Recovery® teacher/literacy coach, your team (teachers, school administrators, and central office leaders) explores what's been observed. Since all team members have a background in coaching, they ask thoughtful questions, listen to each other, and explore thoughts about the observed instruction. This collaboration involves trust, vulnerability, a spirit of risk taking, a commitment to continuous improvement, and is a model available for any district to cultivate in its schools.

After many years working to establish such a model, that is, a collaborative approach to coaching and professional development, we want to share the story of our journey. We seek to illustrate how a culture of coaching, combined with expertise that has resulted from our district's implementation of Reading Recovery, is building the capacity of teachers and school leaders in our schools and across our school system. Our aim is to have a

comprehensive literacy model in every elementary school.

In the Long Beach Unified School District (LBUSD), the Intensive Intervention Model (Baker & Brown, 2018) seeks to support student growth through the development of a comprehensive literacy system. It combines the expertise of literacy teachers, instructional leaders (principals, assistant principals), and supportive central office staff,

all of whom embrace and use effective coaching techniques to help one another continuously improve their craft. This story, which was developed over time, illustrates the sweet spot that can be created through the intentional development of people and a coming together as teachers and leaders.

The positive effects of coaching on employee performance, organizational culture and professional rela-



A culture of coaching, combined with expertise that has resulted from the implementation of Reading Recovery, is building the capacity of teachers and school leaders in the Long Beach Unified School District.

tionships are well documented across industries, including in the context of schools and school district central offices. Coaching often impacts individuals in their own performance and in their contribution to their team or organization. Coaching has been found to “facilitate employee development and performance, can have a positive impact on productivity, and can guide and inspire improvements in an employee’s work performance to master their projects and tasks” (The Ken Blanchard Companies, 2017, p. 1). The opportunity to work with a coach contributes to an employee’s sense of self-efficacy, which may also contribute to an entire organization’s achievement.

While coaching is often conducted in a one-on-one setting between two individuals, the impact of effective coaching can meet the needs of a variety of people who serve in different roles, thereby having an impact on an entire organization or school. In a global study of different types of professional coaching, researchers found that the benefits of coaching are many; 80% of people who received coaching reported increased self-confidence. Improved work performance, relationships, and more effective communication skills were also reported by more than 70% of participants. Additionally, 86% of companies reported a return on their investment in coaching (International Coach Federation, 2009).

In the educational setting, these benefits include an impact on both teacher and leader performance, which can then be connected to the success of students. Elena Aguilar, author of *The Art of Coaching*, cites a watershed study on coaching in schools (Annenberg, 2004) to report a number of findings specific to the

use of coaching in the school setting. Aguilar writes:

Coaching encourages collaboration and reflective practice, allows teachers to apply their learning more deeply, frequently and consistently than teachers working alone, is effective embedded professional learning that promotes positive cultural change, was linked to increased use of data to inform practice and results and promotes collective leadership across a school system. (2013, pp. 8–9)

The Long Beach Way

The third largest district in California, LBUSD serves approximately 72,000 students in the 2018–2019 school year. The district serves its 31,000 elementary students across 54 elementary and K–8 schools. Among its students, more than 40 languages are spoken (in addition to English), the most common of which is Spanish and the second most common being Khmer. The LBUSD takes pride in its high teacher retention rate (95%+) and the promotion of almost all of its administrators (98%) from within the teacher ranks in the district. These data illustrate why an investment in coaching is also an investment in the long-term success of teachers and leaders and the organization at large.

Over the past decade, research and observations of the impact of coaching influenced decision making within LBUSD. While coaching was once an isolated activity between two teachers, it is now used across the district between teachers, between administrators, between administrators and teachers, and as the foundation of all district evaluation systems.

In “The Long Beach Way,” coaching is no longer just a transactional or improvement-oriented activity. Rather, it is a way of being among people. Gallwey states that, “coaching is the art of creating an environment, through conversation and a way of being, that facilitates the process by which a person can move toward desired goals in a fulfilling manner.” (as cited in Aguilar, 2013, p. 24). This way of being can be observed in relationships where questions are asked instead of directives given, where multiple potential solutions are explored instead of jumping to one solution, where trust is considered an accelerant to every relationship, and where reflection and ownership are considered important aspects of improvement efforts. The development of this way of being has taken time, intentionality, persistence, and a commitment to adaptive change.

In the initial years of widespread coaching in LBUSD, coaching was based upon cognitive coaching (Costa & Garmston, 2002). This coaching was primarily used between two teachers, most often when a veteran teacher was assigned to coach a new teacher who was participating in the district teacher induction program. As Reading Recovery expanded across LBUSD, professional coaching conversations between Reading Recovery teacher peers or Reading Recovery teachers and the Reading Recovery teacher leader became an integral component of the district program’s development. Professional coaching conversations incorporated observational data, Reading Recovery theory, and high-quality literacy practices (Anderson, 2011) all in support of teachers working effectively with students. The skills of professional coaching conversations were



Once an isolated activity between two teachers, coaching is now used between teachers, between administrators, between administrators and teachers, and as the foundation of all district evaluation systems. Discussing a walkthrough are (left to right) Brian Moskovitz, assistant superintendent, elementary schools; Richard Littlejohn, principal, Barton Elementary; Jill Baker, deputy superintendent of schools; Marybeth Murray, assistant principal, Barton Elementary; Nancy Friedman, Reading Recovery teacher/literacy coach; and Kathy Brown, Reading Recovery teacher leader.

reinforced during behind-the-glass sessions and through the Reading Recovery teacher leaders' visits to schools. Simultaneous to the use of coaching to support teachers in their development, LBUSD strategically introduced blended coaching (Bloom, Castagna, Moir, & Warren, 2005) to assist and develop new principals. After almost a decade of slowly expanding administrator coach training, now, multiple types of coaching are used across both teacher and administrator groups. Each of these individual efforts contributed to opportunities to nurture employee development through effective coaching skills (relationship building, questioning without judgment, empathy, listening). However, each kind of coaching existed in isolation.

Throughout the remainder of this article, we illustrate how a culture of coaching, combined with high degrees of literacy expertise resulting from schools' implementation of Reading Recovery, are being combined to build the capacity of teachers and leaders in schools to achieve a whole school and system-level effect.

Background on Teacher and Leadership Coaching

LBUSD believes that growing great teachers and leaders is the recipe for student success and that is demonstrated by a number of specific initiatives. A long-standing focus on high-quality professional development, which began more than two decades ago with the inception of a teacher-focused Professional Development

Center, was first dedicated to growing effective instructional practice. In its continuous improvement efforts, the district then used its internal success in developing teachers as the model for how to approach leadership development. In 2005, the district launched an administrator leadership development program and included specific coach training for administrators.

An important aspect of the district's approach to high-quality professional development for teachers was supporting the implementation of instructional practices with classroom coaching support. From the 1990s to the present, a number of teacher leaders have served as central office curriculum leaders and coaches, many assigned to provide in-class support to teachers who are working on the implementation of district curriculum and instructional practice. These curriculum leaders and coaches provide coaching and expertise and they gather insights on district training efforts through their work with classroom teachers. This coaching provides the bridge between theory, training, and implementation, bolstering teachers' skills through job-embedded learning and reducing the implementation gap that often exists with traditional professional development efforts.

Reading Recovery Teachers as Literacy Coaches

In addition to curriculum coaches, LBUSD built upon the expertise of Reading Recovery teachers—respected for their depth of knowledge, experience, and expertise in literacy teaching and learning—and trained a group of them as literacy coaches. In this expanded role, half of the day is

dedicated to teaching Reading Recovery students, while the other half of the day is spent in classrooms coaching primary-grade teachers. Prior to becoming literacy coaches, Reading Recovery teachers pulled students from first-grade classrooms to provide the daily Reading Recovery intervention. During the remaining portion of each Reading Recovery teacher's day, a typical schedule included seeing small groups of students outside of their classroom for literacy intervention. While this had a direct impact on a small number of students, the services were often disconnected from the classroom instruction and had little impact on classroom teachers' literacy practices.

After more than a decade of focusing on effective Reading Recovery teaching, teachers and leaders sought to develop new ways for using this expertise to advance whole school effects. Without hesitation, the first place they turned was back to Dr. Marie Clay's research:

The intensity and the methods utilized by RR in training and the insistence on high level RR performance provided an almost singularly attractive model for future staff development efforts, regardless of the program type. As schools systematize and create opportunities for serious staff development, the thoroughness of the RR model seems to be well worth emulating. (Herman and Stringfield 1997, p. 86)

In service to impacting student achievement across a school, Reading Recovery teachers studied and began to implement coaching strategies to engage with peers and other teachers. This expanded role of Reading Recovery teachers as literacy coaches

was cause for considering ideas such as these:

- How do I build peer relationships that will allow me to be an effective coach?
- What do I need to know about adult learning that will contribute to my ability to help a peer?
- What early literacy best practices can support a classroom teacher?

Through the study of coaching methodology, actively practicing the skills of coaching and reflecting upon this work, an Intensive Intervention Model was developed as illustrated in Figure 1.

This model includes three pillars/components (Reading Recovery, Classroom Coaching, and Staff Development), each requiring professional development in order to shift from a Reading Recovery-centered coaching conversation to collaborative side-by-side coaching focused on creating a comprehensive literacy system across a school.

In order to prepare Reading Recovery teachers for the expanded role of literacy coach in the Intensive Inter-

vention Model, regular and in-depth trainings were provided by the Reading Recovery teacher leader. In addition to the required ongoing professional development sessions for Reading Recovery teachers, training sessions were conducted to help Reading Recovery teachers become literacy coaches. Full days were set aside to accomplish this goal; the morning portion dedicated to Reading Recovery training and the other half of the day focused on literacy coaching. The trainings involved defining the role of a coach, studying professional books, developing an understanding of adult learners, role playing, engaging in hands-on experiences with classroom teachers, and participating in coaching walkthroughs at school sites.

In the initial years of functioning as literacy coaches and as the Intensive Intervention Model was being introduced and implemented, the Reading Recovery teachers naturally relied on their experiences of being coached in Reading Recovery. Although Reading Recovery-centered coaching is effective in the Reading Recovery world, this type of coaching wasn't always the best match for coaching classroom teachers. So, time was spent

Figure 1. Three Pillars of LBUUSD's Intensive Intervention Model

Reading Recovery I	Classroom Coaching II	Staff Development III
<ul style="list-style-type: none"> • Early identification • Short-term intervention • Lowest-achieving first-grade students • Full implementation 	<ul style="list-style-type: none"> • Small-group instruction (differentiation) • Focus in Grades K-2 • Collaborative coaching • Accountability 	<ul style="list-style-type: none"> • Linking theory to practice • Seamless instruction during whole group and small group and individual tutoring • Build capacity

studying and learning about different coaching strategies so that the Reading Recovery teachers/literacy coaches would develop a broader repertoire of coaching strategies and structures to choose from, ultimately allowing for differentiated coaching. With time, experience, coaching and ongoing training, the Reading Recovery teachers have evolved into highly expert literacy coaches who are able to nurture the growth of a comprehensive literacy system in a variety of school environments.

According to Askew, Pinnell, & Scharer (2014), a comprehensive literacy system is made up of six essential components:

1. A vital professional learning community
2. High-quality classroom instruction
3. A system for assessing and monitoring literacy progress
4. Effective and timely literacy interventions
5. A strong leadership team
6. Family and community collaboration

Teachers may have excellent professional development and perform well in their separate roles, but the goals of a comprehensive system cannot be fully achieved unless educators in the school see themselves as a learning community — working together within a common vision and shared goals. (p. 30)

Before “coaching” was a norm and established as a valuable asset or resource to the education system, Marie Clay intuitively and intentionally built in coaching at every level of the Reading Recovery training,

as shown in Figure 2. Professional coaching conversations occur within each level of Reading Recovery. Common coaching and training experiences may include school site visits, cluster visits, long distance learning using technology, ongoing professional development sessions, analysis of student records and data, and behind-the-glass lesson observations. All of these coaching and training experiences serve as opportunities to notice and refine observation skills, deepen theoretical understandings and how that relates to teacher practice, and teacher decision making.

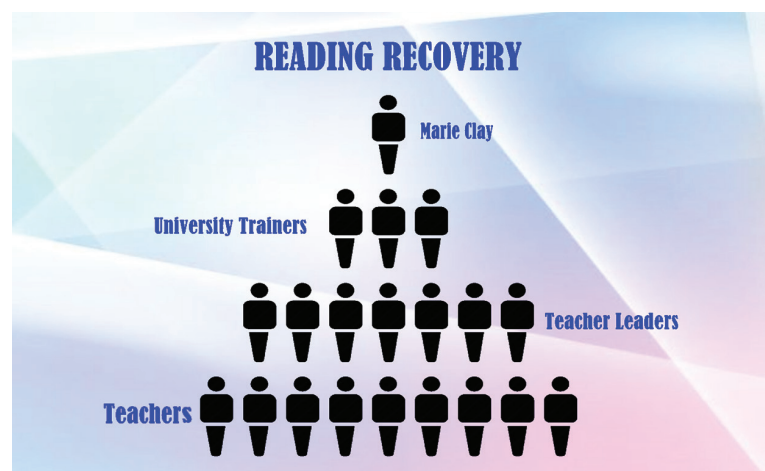
Reading Recovery creates a self-renewing system that requires everyone involved to reexamine their own teaching of children and adults. Data feedback helps implementers to reevaluate the systems on a yearly basis; colleague feedback is valued. Participants report that their training varies from year to year as teacher leaders and faculty learn more through their own teaching and through research. The expectation to change is part of

a culture of learning that everyone involved in Reading Recovery tries to keep alive. Given this situation, it is expected that the program will continue to evolve and change. (Lyons, Pinnell, & DeFord, 1994, p. 204)

Similar to the use of coaching to support new teachers, LBUSD initiated coach training for administrators in order to provide support to first- and second-year principals through an integration of blended coaching (Bloom et al., 2005) and evocative coaching (Tschannen-Moran & Tschannen-Moran, 2010). Like teacher induction support programs, the LBUSD then developed its own principal induction program, where coaching was used as the primary mechanism for ensuring the success of every new leader. In this environment, coaching was separated from performance evaluation and provided by a trained active or retired principal acting solely as coach.

As central office leaders observed the positive impact of coaching on principal development and a number of former principals moved to central office

Figure 2. Reading Recovery Training Levels Include Coaching



leadership roles (including becoming principal supervisors) and demonstrated their coaching skills, coaching as a support and continuous improvement strategy was elevated. After several years of slowly expanding coach training to more and more principals and central office leaders, ultimately a decision was made to include coach training in the fabric of the district's leadership development strategy and career professional development sequence for all principals, thereby taking it to scale, a necessary aspect of the expansion of the work.

Now, what was once seen as training for some, is considered a way of developing all. What once was a way of interacting in specific relationships is now a way of interacting with everyone. LBUSD principals have received training in a number of coaching methodologies because as Aguilar reminds us:

Coaching is a form of professional development that brings out the best in people, uncovers strengths and skills, builds effective teams, cultivates compassion, and builds emotionally resilient educators. Coaching at its essence is the way that human beings, and individuals, have always learned best. (2013, p. 6)

The coaching training that principals now receive can be used to enhance peer relationships, to nurture high-quality teaching among their teaching staff, to provide effective coaching in formal coaching relationships, and to promote a reflective school culture that nurtures continuous improvement.

The Sweet Spot of Teacher and Leader Coaching

Coaching happens in many different forms and within many different structures in LBUSD, reflecting a coaching culture. The coaching that takes place within the Intensive Intervention Model among teachers, administrators, and central office leaders demonstrates the power of this coaching culture. In the model, coaching (strategies and behaviors) transcends "rank," allowing for everyone to maintain a learner stance. For example, this results in an assistant superintendent being able to actively learn from a literacy teacher and a literacy teacher to actively learn from a peer or administrator.

In the Intensive Intervention Model, each participating school hosts three to four coaching walkthroughs a year. The walkthrough is an internally developed tool for nurturing continu-

ous improvement, honoring individual school team's progress, surfacing challenges, and sharing the responsibility for collaboratively developing potential solutions. Each coaching walkthrough includes an upbriefing, observations in classrooms where coaching is taking place, discussion and learning, and a debrief with all participants.

The coaching walkthroughs include classroom teachers and literacy teachers working side-by-side to share their authentic work and to seek feedback that may contribute to their own and their students' success. Participants include classroom teachers, literacy teachers, Reading Recovery teacher leader, principal/assistant principal, principal supervisor, assistant superintendent, and deputy superintendent, as represented in Figure 3. The significance of the roster of participants is that each brings a different perspec-

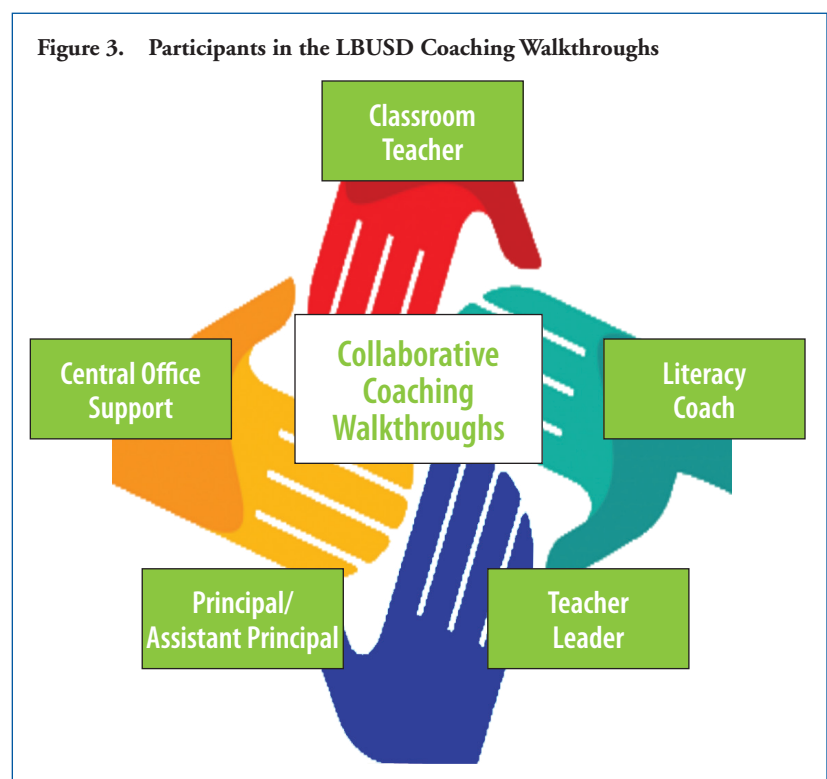


Figure 4. LBUSD Coaching Walkthrough Protocol

Upbriefing (30 minutes): Literacy teachers share the goals of their coaching partnerships and discuss implementation progress.

Classroom Observations (1 hour): Team visits classrooms to see coaching in action, where the coach's coaching moves are the focus of the observation.

Discussion and Learning: Short conversations about each observation, noting impact of coaching on the classroom teacher or students

Debriefing (30 minutes): Extended conversation that helps to identify ideas for continuous improvement, clarification of learning, ideas to ponder, and potential next steps



tive to the walkthrough process and each participant has been trained as a coach. Through the coaching walkthrough protocol (Figure 4), these coaching skills are illuminated and every participant walks away having learned something that will enhance their job.

What is incredibly unique in the LBUSD coaching walkthrough process is the level of engagement and opportunity for learning for all participants (teachers, administrators, central office leaders) demonstrating a sweet spot within an organization that has built a culture of coaching. So, what does this look like in action?

Continuous Improvement: Coaching Walkthrough Exemplars

The Reading Recovery teachers/literacy coaches have grown in a leadership capacity at an accelerated rate in recent years because of their immersion in effective coaching. Not only have they grown as individuals, but as coaching teams. The Reading Recovery teacher leader and trainer of the literacy coaches has had the opportunity and privilege to watch the coaches change over time.

A powerful example of a team building collective efficacy was illustrated during a coaching walkthrough at an Intensive Intervention Model site with a team of Reading Recovery teachers/literacy coaches that had been working together for several years. The Reading Recovery teacher leader was filled with joy and excitement as she observed this team embrace the coaching walkthrough process and decide to truly make it their own. The school's team of coaches decided they wanted to change the structure of their upcoming coaching walkthrough. Since so much of coaching happens behind the scenes, they decided to film a series of lessons and coaching conversations between a classroom teacher and one of the Reading Recovery teachers/literacy coaches. This gave the other coaches an opportunity to observe, learn, and collaborate with one another. The series of film clips led up to a live demonstration and observation on the walkthrough day, showcasing the work that had been done between the classroom teacher and coach. From this experience, the coaches evolved as individuals and grew as a team, building their collective efficacy. Not only was this a

powerful time of learning and reflection for teachers, every other participant (deputy superintendent, assistant superintendent, principal supervisor, principal, and Reading Recovery teacher leader) was able to learn from the entire video sequence and culminating observation.

The role of the Reading Recovery teacher leader and trainer of literacy coaches was to gradually release responsibility to the coaches by trusting and supporting the process, their expertise, and experience in order to create a new sense of ownership and deeper level of trust and collaboration. As Aguilar guides us to understand,

The end product is only one part of what makes a great team, and you can't be great if that's all you do because process counts. A great team strengthens its way of working together as a unit, which sets it up for future success. (2013, p. 4)

The structure of the coaching walkthroughs has evolved over time based on the needs of the students, classroom teachers, literacy coaches, input from central office staff, and school site administration. Continuous improvement is not only a driving force in LBUSD, it is a way of being and a strong held belief by all.

A second example of the impact of the coaching walkthrough process comes from the perspective of the deputy superintendent of schools and highlights the system level effect of the process. Job-embedded learning isn't always easy to orchestrate. Often, principals are provided an executive summary of a training that their teachers received, but then must determine on their own how to help teachers implement, problem solve,



Whole-school improvement and the development of comprehensive literacy systems must involve teachers, school administrators, and central office leaders — all of whom collaborate, communicate, and contribute to the sweet spot that reveals itself from working together.

and determine the efficacy of their work. The opportunity for a principal supervisor and principal to participate in a coaching walkthrough increases the likelihood that the principal will gain the knowledge necessary to ensure that teachers are effectively coached and that all teachers will benefit from the principal's learning.

At a recent coaching walkthrough, the deputy superintendent of schools (and Reading Recovery site coordi-

nator), decided to take a step back to observe the process in action. From the doorway of a first-grade classroom, she stood and took notes about the learning that was taking place. She could see the Reading Recovery teacher leader sideline coaching (i.e., labeling the aspects of effective literacy practice that were taking place in the moment and clarifying any wonderings that emerged) with the principal and principal supervisor. They

looked on as a Reading Recovery teacher/literacy coach whispered in the ear of the classroom teacher about the next move she might try with her guided reading group and then took notes as the students responded to the classroom teacher's instruction. The literacy coach then stepped back to take some notes that would later be shared with the coaching walkthrough team. After about 10 minutes of observation, the team turned to leave the room. The deputy superintendent of schools smiled because she knew that what had been observed was the power of coaching across ranks, across roles (teachers and administrators), and the impact that job-embedded learning has on adults. In the coaching walkthrough debriefing, the principal supervisor revealed his new learning and how that learning will allow him to more effectively coach the principal at the specific school and the other principals he supervises, increasing his ability to influence collective efficacy across schools.

Reflections from Our Experience

The Reading Recovery teacher leader has grown alongside the Reading Recovery teachers/literacy coaches. One such example is how she conducted the coaching walkthroughs in the first few years of implementing the Intensive Intervention Model (Baker & Brown, 2018). She believed her role was to organize and direct the coaching walkthrough upbrief, classroom observations, and debrief. She felt like she was responsible for the entire experience and outcome for all participants. As she has learned from others and reflected on her role during the coaching walkthrough process, she made a gradual and con-

science effort to let go and allow the group to orchestrate the discussion, reflections and outcomes. In the last year or two, the Reading Recovery teacher leader has noticed she is no longer in the role of a facilitator; she is just one voice in a highly collaborative process — just as it should be.

As the saying goes, “It takes a village to raise a child.” In thinking about whole-school improvement and the development of comprehensive literacy systems from the perspective of the deputy superintendent of schools/ Reading Recovery site coordinator, the village must include teachers, school administrators, and central office leaders — all of whom collaborate, communicate, and contribute to the sweet spot that reveals itself from working together.

While it wasn’t apparent when our efforts first began, the work of our Intensive Intervention teams has grown exponentially over the past few years, in large part due to the shared coaching skills of teachers and administrators and a willingness to use those skills in concert with one another. In her role, the deputy superintendent has learned that having an engaged principal supervisor learning alongside teacher leaders and then providing coaching support to the principal cannot be underestimated. Having a Reading Recovery teacher who opens up her coaching practice to observation and feedback from the deputy superintendent, allowing for reciprocal learning, cannot be underestimated. Having a principal supervisor feel comfortable enough to reveal her own lack of understanding about guided reading during a coaching walkthrough speaks to an environment where risk taking is valued and cannot be underestimated. And, having a classroom teacher successful-

Lessons Learned in Developing a Comprehensive System in a Coaching Culture



One size does not fit all. Coaches need to be knowledgeable, flexible, and experienced to work effectively with administrators and teachers. Coaching is for teachers, site administrators, and central office leaders.

Shifts in beliefs, theory, and practice take time. Adults have many different learning styles and varying rates of development. Change will happen. Celebrate both the baby steps and giant steps to keep the work moving forward.

Buy-in is best. When administrators and teachers request or welcome a coach into their daily work, the collaborative efforts and gains develop at an accelerated pace. Seek buy-in whenever possible.

Coaches need ongoing support and training. Coaching other adults/peers can be a very challenging and complex process. Without guidance, support, accountability, and training, coaches will not be as successful or satisfied in their role.

Administrative support is essential to coaching success. School site administrators who are closely involved with the work through planning, regular classroom observations/supervision, and attending professional development sessions see an increase in teacher efficacy and improved classroom instruction.

Central Office participation can accelerate whole-school impact and help to spread best practices across school sites. The changing role of principal supervisors calls upon them to be highly engaged in classroom instruction. Involve principal supervisors in your efforts, both as learners and coaches.

ly participate in side-by-side coaching with their Reading Recovery teacher/literacy coach, while a team observes, cannot be underestimated. We are at our best in this culture of coaching where our educators' strengths are being uncovered and developed as part of their everyday experience.

We leave you to reflect upon what coaching looks like in your school, district, or organization. Is it an activity sequestered to a small number of people? Is there room for expanding coaching toward the creation of a coaching culture? We encourage you to consider how a tool, such as the coaching walkthrough that we've described, might be used to design a process in your own organization that brings together teachers and administrators, without rank, to learn from one another, to express their expertise, and to use their coaching skills as a propellant to learning. Lastly, we leave you with the wise words of West & Cameron who help us to think about moving ourselves to action because all global change starts locally — and locally might just end up being in one classroom, one school, and/or one district:

If we coaches can be courageous and find our own unique voices, if we can learn to communicate clearly and effectively, we can have a powerful impact on those with whom we work. By simply changing the conversation, we can ultimately change the cultures in which we work! All global change begins locally. If we start influencing the school or district in which we work, before we know it, we'll have created a movement that reshapes twenty-first century education. (2013, p. 86)

About the Authors



Over the last 27 years, Dr. Jill A. Baker has served as a teacher, principal, and central office administrator in the Long Beach Unified School District. She currently serves as deputy superintendent of schools, supporting a number of preK to high school initiatives including early learning and the alignment between preschools and elementary schools.
jbaker@lbschools.net

Kathleen A. Brown has worked in the field of education for 34 years as a teacher, literacy specialist, and Reading Recovery teacher; serving as the Reading Recovery teacher leader in Long Beach Unified School District for the last 19 years. She provides early literacy training for the district and serves on a variety of early intervention/early literacy committees.
kabrown@lbschools.net



References

- Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. San Francisco: Jossey-Bass.
- Anderson, N. (2011). Coaching in Reading Recovery: Professional conversations. *The Journal of Reading Recovery*, 11(1), 43–51.
- Askew, B. J., Pinnell, G. S., & Scharer, P. L. (2014). *Promising literacy for every child: Reading Recovery and a comprehensive literacy system*. Worthington, OH: Reading Recovery of North America.
- Baker, J., & Brown, K. (2018). Broadening the sphere of influence: Reading Recovery as part of one district's comprehensive intervention approach. *The Journal of Reading Recovery*, 17(2), 17–23.
- Bloom, G., Castagna, C., Moir, E., & Warren, B. (2005). *Blended coaching: Skills and strategies to promote principal development*. Thousand Oaks, CA: Corwin Press.
- Clay, M. M. (2016). *Literacy lessons designed for individuals* (2nd ed.) Portsmouth, NH: Heinemann.
- Costa, A. L., & Garmston, R. J. (2002). *Cognitive coaching: A foundation for Renaissance Schools*. London: Rowman & Littlefield.
- Herman, R., & Stringfield, S. (1997). *Ten promising programs for educating all children: Evidence of impact*. Arlington, VA: Educational Research Services.
- International Coach Federation. (2009). *ICF global coaching client study executive summary*. Lexington, KY. Retrieved from <http://icf.files.cmsplus.com/includes/media/docs/ExecutiveSummary.pdf>
- Lyons, C. A., Pinnell, G. S., & DeFord, D. E. (1994). *Partners in learning: Teachers and children in Reading Recovery*. New York: Teachers' College Press.
- The Ken Blanchard Companies. (2017). *Coaching skills: The missing link for leaders*. Escondido, CA. Retrieved from <https://resources.kenblanchard.com/whitepapers/coaching-skills-for-leaders-the-missing-link>
- Tschannen-Moran, B., & Tschannen-Moran, M. (2010). *Evocative Coaching: Transforming schools one conversation at a time*. San Francisco: Jossey-Bass.
- West, L., & Cameron, A. (2013). *Agents of change, How content coaching transforms teaching and learning*. Portsmouth, NH: Heinemann.