LITERACY COACH HANDBOOK

Office of Elementary Education and Reading

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

MDE Literacy Coach Handbook

State Superintendent of Education

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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 through 3rd 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 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 <u>not</u> 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:**
  - Determination of a substantial deficit in reading;
  - Description of student services and supports presently provided;
  - Description of proposed supplemental instruction and support to remediate the student's deficit areas;
  - Strategies for parents to use to help students at home; and,
  - Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade
- 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 <u>and</u> who have an IEP <u>or</u> 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. Students who demonstrate 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:

o **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.

o **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".**

o 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 <u>shall</u> 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 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 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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Knowledge: A thorough understanding of the following is vital:

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- Multi-Tiered Support System, and
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- 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:

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- 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.

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 Tumner, 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), 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

MDE Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4). MDE Code of Conduct

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:
  o School assignments
  o School data
  o Student information
  o 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 (Memorandums of Understanding).

Absences and Holidays
Leave Events and Absences
- All leave is documented on a leave calendar for Tenette Smith, Kristen Wynn, and Assistant State Literacy Coordinators.
- Leave/absences should be reported as soon as possible.
- When you are not at your school and are away from your duty station, you must submit leave.
- Absences are considered during evaluations as part of supporting assigned schools (Literacy Coach Evaluation Form section 5.1).

Steps to submit all leave events (personal, sick, mental health, comp days, jury, etc.):
1. If you are scheduled to be at a school, notify the school principal.
2. Update your Outlook calendar to reflect your leave event.
3. Complete the required documentation for your EIR (Educator in Residence) district and carbon copy (Cc) your Regional Coordinator when submitting documentation. *Note: All coaches in the same EIR (Educator in Residence) district should follow the same district-directed procedure for documenting leave.*
4. Complete the digital Leave Submission Form. Completed submissions are automatically sent to the Assistant State Coordinators.

5. Follow any additional protocols set forth by your Regional Coordinator, EIR, or Assistant State Coordinator.

Family and Medical Leave Act
- To use FMLA, you must notify and send a copy of all required documentation to 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 with *Planning due to Inclement Weather*.
- If you must change which school you will support due to the weather, 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, remember it is still a workday (planning day) and other Literacy Coaches are still at school. Use this day to catch up on paperwork and plan for upcoming model lessons, professional development, and PLCs (Professional Learning Communities).

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 October not listed on the MDE calendar as a holiday, this day would be used as your planning day for the month.

Spring Break or Fall Break
- Literacy Coach/Regional Literacy Coordinator calendars should reflect all workdays. Spring/Fall 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/fall 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 must 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 must 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 (Professional Development) and PLCs for the future, and to complete end of the year assignments.
- 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
Calendar Guidelines

- Keep your school support planned for 3 to 4 weeks ahead of time posted on your calendar.
- Update changes in your schedule as soon as the changes are known.
- Calendar events include (1) the school you are supporting and (2) the exact start and end times you will be at your school campus, and (3) the exact address.
- MDE Outlook calendars should only include information pertaining to work.
- Share your Outlook Calendar with your Assistant State Literacy Coordinators, your Regional Coordinator, and other Literacy Coaches (especially those in your assigned region).
  - o 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

  - o Steps for color coding your calendar for each school/event (Outlook web version)
    1. Double click an event in your calendar
    2. Click **Categorize**
    3. Scroll to the bottom and select **Manage categories**
    4. Click **+ Create 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	29	30	31	Sep 1	2
	ABC Elementary	123 Elementary	ABC Elementary	123 Elementary		
	4	5	6	7	8	9
	MDE Holiday	ABC Elementary		123 Elementary	MDE Literacy Coach I	
	11	12	13	14	15	16
	ABC Elementary	Sick Day	123 Elementary	ABC Elementary	123 Elementary / Submit Travel	
	18	19	20	21	22	23
	ABC Elementary		123 Elementary		Regional Meeting	
	25	26	27	28	29	30
	Limited Support	ABC Elementary	Personal Day	123 Elementary	Planning Day / Submit Travel	

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.

Computer Backup
Due to the importance of the documents and resources coaches have on their laptops, it is strongly suggested that coaches 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 synchronize and backup to the "cloud"

Email Communication

Note: a video tutorial on how to access MDE email is found <u>here</u>

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. <mark>Do NOT use your MDE email for personal business or personal gains</mark>.**
- Use professional language, check for appropriate tone, and 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 is found <u>here</u>

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 is found <u>here</u>
Note: a video tutorial on how to add an email signature using an iPhone is found <u>here</u>

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 the principal to discuss plans for when and where (make plans to attend!) you are introduced to the staff (setting the 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).**
- Meet with principal (or designee) to collect/determine the following:
  - Use the **Literacy Support School Beginning-of-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
    - o Instructional Schedule
    - o Lunch and Recess
    - o Special Subjects
    - o Planning Times
  - Calendars
    - o School Year
    - o 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
    - o Universal Screener
    - o Benchmark
    - o Progress Monitoring
    - o 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 visiting your room today. Your students were doing a nice job of working in pairs."
- "Thanks for letting me visit 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 teachers' fear of 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 each of them complete the **Literacy Coach and Teacher Agreement (Appendix F)** and a **Needs Assessment** (i.e., virtual survey, email word doc, etc.) for each teacher.

Professional Development

MDE Literacy Coach Presentations

- Professional Development (PD) should be delivered to support schools, EIR district (1 PD per semester) and/or other schools in the support schools' respective districts.
- Principal/District completes the **MDE Office of Professional Development Request Form** 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

- Utilize the **MDE PowerPoint Template** **(Appendix J)** found on the MDE website to create the presentation.
- Edit the presentation for spelling, grammar, and template guidelines including font size and color (see additional information below).
- Send the PowerPoint presentations to 2 peer coaches for thorough editing; address all editing comments.
- Send polished and error-free presentations to Regional Coordinator for editing and approval at least **two weeks** before the PD or by the deadline set by the RC.
- **MDE-formatted PowerPoint presentations 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 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.

Editing Presentations and Documents

- Every coach is asked to edit presentations/documents throughout the year.
- To edit a presentation or document, follow **all** the steps below:
  1. Edit start to finish for **content** (accuracy and clarity of the information presented). Provide comments as suggestions on how to enhance the message of the presentation, including the flow of the content. This includes editing the notes section of presentations. You may also choose to leave positive comments when content resonates with you (developers love this)!

2. Edit start to finish for **format** (MDE PowerPoint template guidelines). All presentations and documents by the MDE must adhere to the formatting guidelines. It is important that all coaches become well-versed in the guidelines.
3. Edit start to finish for **mechanics** (spelling, grammar, conciseness, punctuation, parallelism).
   - Ensure that like slides have like capitalization and punctuation.
   - Utilize curriculum-specific punctuation and capitalization. For example, i-Ready is always punctuated with a hyphen, the "i" is lowercase, and the "R" is capital.
4. When finished with all three edits of the presentation/document, leave a comment on the title page and @ the creators. Example, @valerie, I have completed all three edits of the presentation. Great job!
   Note: by leaving your final comment, you are verifying that the presentation is error-free and that you have given additional recommendations.

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 **Professional Development Request Form** located on the MDE Literacy website. There is also a Professional Development Catalog.
- On the MDE homepage: Click Educators > Professional Development > Request Face-to-Face or Virtual PD > Professional Development Request Form

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 can 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:
   o observe the use of their time,
   o observe approaches to interpersonal interaction and literacy coaching,
   o ask questions and dialogue with the coach about experiences, challenges, and successes,
   o assist in planning and preparation,
   o 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).
2. Script the lesson using the **Observation Tool** (Appendix L).
3. Conference with the teacher as soon as possible using the **Observation Tool & Pre-Post Conference Form** (Appendix L). 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. Each

Regional Coordinator will share her Lesson Plan Submission link at the beginning of the school year.

Steps for Submitting Coaching Lesson Plans:
- Find your specific coach lesson plan link from your Regional Coordinator
- Fill out the form for each model lesson and co-teaching lesson that you complete
- See individual Regional Coordinator expectations for submission details

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.

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 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 learning walk dates with the 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 select possible dates for the learning walk and to revisit expectations. Check district calendar, regional coordinator calendar, and assistant state coordinator 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 send 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 Protocols **(Appendix O),** an agenda with a schedule, school master schedule, and a map of the school. l.
4. Meet with the team before the learning walk begins to explain the folders' protocol and contents. 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 the 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:
   o **date_learningwalkoutcomes_schoolname_coachinitials**
   o Save file in school folder
   o Email to Regional Coordinator for approval
   o 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 exact 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 Regional Coordinator immediately.

Literacy Documentation

Primary Folder
- All reports should be kept in a **primary folder** on your computer and backed up in OneDrive.
- Primary folder name: school year underscore first name last name
    Example: **2023-2024_LoriStringer**
- Inside the primary folder should be subfolders named for each school the coach serves and Hours Logs.

  📁 **2023-2024_LoriStringer** (Primary Folder)
  - **2023-2024_Hours Logs** (Subfolder inside primary folder)
  - **2023-2024_Comprehensive Reports** (Subfolder inside primary folder)
  - **2023-2024_Schoolname#1** (Subfolder inside primary folder)
    - **Monthly Reports** (Inside School #1 Folder)
    - **Learning Walk Reports** (Inside School #1 Folder)
    - **Coaching Lesson Plans** (Inside School #1 Folder)
    - **School Literacy Action Plan** (Inside School #1 Folder)
    - **School Profile** (Inside School #1 Folder)
  - **2023-2024_Schoolname#2** (Subfolder)
    - **Monthly Reports** (Inside School #2 Folder)
    - **Learning Walk Reports** (Inside School #2 Folder)
    - **Coaching Lesson Plans** (Inside School #2 Folder)
    - **School Literacy Action Plan** (Inside School #2 Folder)
    - **School Profile** (Inside School #1 Folder)

Monthly Reports (Tab in the Coaching Report)
- Review sample completed reports.
- Open your report in the Excel Web App (refrain from opening in the Desktop App)
- Make sure you do **not** include any teacher or student names in the report.
- Complete report and submit (by sharing it through OneDrive) it to your Regional Coordinator for approval at the end of the month.
- Upon approval, save the report as a PDF:
    1. Select Page Layout tab at the top
    2. Click Page Setup,
    3. In the window on the right, ensure the Scaling says "Fit all columns on one sheet"
    4. Change the Printer to "Download as a PDF" then select Download at the bottom.
    5. Select Save As and choose the correct location in your primary folder. Use the following format to name your report at the end of each month:
        date_monthlyreport_schoolname_coachinitials
        Example: 8.31.23_monthlyreport_dexter_cas
- Then, email the PDF version of the report to your principal, district contact, and Cc

your Regional Coordinator.

Helpful Hints for the Monthly Report Tabs:
- o Complete the Monthly Report tabs daily.
- o Do NOT copy/paste content from another location such as Microsoft Word (this unknowingly copies hidden formatting that does not play well with Excel)
- o Do NOT add/delete rows unless instructed.
- o If a problem with reporting arises, email Valerie Gilbert and Cc your Regional Coordinator.

Hours Logs (Tab in the Coaching Report)
- Complete the **Hours** tab in the Coaching Report **(Appendix S)** daily/monthly.
- Submit (by sharing through OneDrive) the entire Coaching Report that includes the Hours tab to your Regional Coordinator at the end of each month.
- Save the Hours tab as a PDF and name in the following format:
  year_hourslog_coachinitials   *Example*: 2023-2024_hourslog_cas
- Save file in Hours Log folder.

Helpful Hints for the Hours Tab:
- o Complete Hours Log daily.
- o Color code the date at the top of your log a different color depending on the school you visit.
- o Regional Coordinators can use the color coding to keep track of the support they provide to their coaches.
- o If a problem with reporting arises, email Valerie Gilbert and Cc your Regional Coordinator.

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).
  - o Strengths and Concerns of the Literacy Coach
  - o Next Steps of the Literacy Coach
  - o Regional Coordinator Support Focus/Talking Point(s)
  - o Add BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) screener data after testing occurs. Additional data should only be included if there is an update.

Comprehensive Report (Tabs in the Coaching Report)
- The comprehensive report includes the white tabs of the Coaching Report.
- The **comprehensive report** will be submitted at the middle of the year (MOY) and the end of the year (EOY) using the Coaching Report.
- Ensure all the data in the white tabs and the school-specific Comp tabs are transferred

from the monthly tabs.
- Note: be sure to update the "Other" column of the PD tab when you present at a location that is not school-specific, for example, monthly literacy coach meetings, MLA (Mississippi Literacy Association), HQIM (High Quality Instructional Materials) regional PDs, etc.
- To submit, email your Regional Coordinator to let him or her know it is ready for final review.

Time Sheets
- Contact your EIR district to find out their requirement for submitting time sheets. Some districts will allow you to submit the MDE Hours 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 V) 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.** The report**,** hotel receipts, and meal receipts if applicable should be mailed or emailed to Delicia Ross.
- 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 in 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 conducted 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 Performance Evaluation (Appendix W).**

- Complete and submit an evaluation of your Regional Coordinator using the **Regional Coordinator Performance Review (Appendix X)** 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 Performance Review (Appendix Y)** to the **State Literacy Director.**
- Use the ratings of 1 - 4 for each of the eight performance evaluation criteria on the Evaluation Form. A three notates that you are doing your job, a four is for going above and beyond job expectations.
- An overall score will be determined for each criterion using whole numbers.
- Regional Coordinator will schedule a time to review evaluation.

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 a 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)

- 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.

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Appendix A: Literacy Coach Sign-in Sheet

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

Office of Elementary Education and Reading
Literacy-Based Promotion Act

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 GLOSSARY OF TERMS AND PACING GUIDE

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright *future* for every child

SCHOOL YEAR: 2022-2023

Glossary of Terms/Acronyms

Term/Acronym	Definition
ASC	Assistant State Coordinator
BOY	Beginning of year
Conferencing	Dialogue between the literacy coach and the classroom teacher to discuss strategies, feedback, and next steps (i.e., before and after a focused model lesson/co-teaching lesson/teacher observation, coaching conversations).
Co-teaching	The literacy coach and classroom teacher jointly deliver a skill, procedure, or strategy during small group or whole group instruction.
Debriefing	Constructive conversations between the literacy coach and the administrator to discuss the implementation of literacy goals and specific next steps.
Diagnostic Assessment	Diagnostic Assessments provide in-depth information about individual student's strengths and weaknesses for Tier 2 and/or Tier 3 interventions. Diagnostic assessments should be given to students that fail the screening assessment and for any student showing deficits in reading.
EOY	End of year
HOT	Higher order thinking
HQIM	High quality instructional materials
LBPA	Literacy Based Promotion Act (FAQs)
LC	Literacy Coach
Learning Walks (LW)	An opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom to collect evidence based on specific areas using a valuable tool to observe: 1) student engagement, 2) routines and procedures, and 3) instruction and planning. At the conclusion of the learning walk participants debrief to discuss commendations, recommendations, and next steps.

Appendix C: [Non-Negotiables](#)

Literacy Support Schools
NON-NEGOTIABLES
School Year 2023-2024

Data-Driven Instruction
Assessments provide information about a student's progress toward mastery of the grade-level expectations found in the **Mississippi College and Career Readiness Standards**. Data from these assessments and the MS-CCRS should inform instructional decisions.

- Administrators or district personnel will grant digital access to screener data/reports to the MDE literacy coach for support with data analysis, lesson planning, and instructional enhancement.
- Universal Screeners should be administered three times per year: beginning, middle, and end. See the Universal Screener and Diagnostic Assessment link for more information.
- Diagnostic Assessments should be administered to students who fall below benchmark on the screening assessment. For resources, see the Universal Screener Companion Guide.
- Evidence of data-driven instruction includes updated data walls/binders that follow FERPA guidelines, homogenous small groups at the teacher/assistant tables, data meetings/PLCs with supporting documents (example: school-wide and/or grade-level goals).

Access to High-Quality Instructional Materials (HQIM)
HQIM are aligned to the MS CCRS, are externally validated, comprehensive, and include engaging texts (books, multimedia, etc.) and assessments.

- MDE HQIM Vision – "Every student in every Mississippi classroom reads meaningful complex texts and expresses their ideas effectively through writing and speaking, all to build knowledge of the world!"
- What does this look like: MS Adoption List
- Classroom Example: Wit & Wisdom Lesson
- Articles/Websites: Mississippi Instructional Materials Matter

Accountability in Action
To assist schools and district leaders in the process of evaluating, implementing, and sustaining evidence-based literacy practices supported by the Science of Reading. This action process includes:

- Individual Reading Plan serves as a tool for documenting intensive reading instruction and interventions for students with reading deficiencies.
- School Literacy Action Plan provides a plan for addressing areas of concern in reading that have been identified through data analysis.
- Learning Walks provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom.
- Administrator/Literacy Coach Debrief occurs weekly to review data and make recommendations for adjustments in instructional practices.
- Literacy support school administrators should enroll and complete Aim Pathways to Literacy Leadership (PLL) Course.
- Science of Reading/Lead for Literacy Framework

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MISSISSIPPI DEPARTMENT OF EDUCATION

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Literacy Support Schools
NON-NEGOTIABLES
School Year 2023-2024

Writing Connected to Text
Writing and responses are connected to text, aligned with the content or topic of the instructional materials. Explicit instruction focuses on the three types of writing: narrative, informative, and opinion.

- "Literacy knowledge, vocabulary, background knowledge of facts and concepts, and text structures can be explicitly taught through writing instruction. It creates a two for one lesson plan that capitalizes on precious instructional time while honing both reading and writing skills." (Auray, 2020).
- What does this look like: Writing Strategies Guide
- Classroom Example: Sample Reading Block Schedule
- Articles/Websites: Literacy Focus of the Month (January)

Uninterrupted Reading Block
The uninterrupted 90–120-minute reading block consists of data-driven instruction aligned to the MS-CCRS focused on High Quality Instructional Materials (HQIM).

- "The National Reading Panel Report shows that all students need at least 90 minutes of uninterrupted reading instruction each day..." (The National Reading Panel Report, 2005)
- The uninterrupted literacy block includes systematic, explicit instruction in both whole group and small group.
- Instructional Routines for Kindergarten
- Instructional Routines for First through Fifth grade

Interactive Anchor Charts and Print-Rich Environment
Interactive anchor charts reinforce learning and serve as tools to connect teaching and student learning. They build a culture of literacy in the classroom by making both the teachers' and students' thinking visible.

- The print-rich environment emphasizes the importance of speaking, reading, and writing to promote learning of all students. This involves the selection of materials that will facilitate language and literacy opportunities, reflection and thought regarding classroom design, and intentional instruction and facilitation by teachers and staff. (Reading Rockets, 2015)
- Throughout the school year, teachers create anchor charts with their students. These will be displayed around the classroom for student reference. While premade anchor charts are aesthetically pleasing, they are not always effective because the students did not assist in creating them.
- 3rd grade RL and RI Standards Graphic Organizers with Corresponding Anchor Charts
- Literacy-Rich Environments

page 2 of 3

Knowledge Building and Support

Professional Learning Communities (PLCs) consist of a group of educators that meet during a regularly designated time to collaboratively analyze evidence of student learning in order to adjust instructional practices while addressing individual student needs.

- PLCs are a form of professional development in which educators work together to improve student achievement.
- There are three main types of PLCs:
  o Content PLC - enhance and build teacher capacity (e.g., book studies, articles, program specific, etc.).
  o Preparation/Planning PLC – prepare HQIM for classroom implementation (e.g., annotating the teacher's manual).
  o Data PLC - review and plot data to guide data-driven instruction.

Interactive Learning Walls

Interactive learning walls, such as sound walls and word walls, are displayed classroom instructional tools.

- Sound walls support students by focusing on the articulation of sounds and the letter/letter patterns that represent those sounds;
- Word walls support students by focusing on a collection of words and their relationships.
- Research Aligned to SOR
- What does this look like?
- Classroom Example
- Articles/Websites

Multi-Tiered System of Supports

The Three Tier Instructional Model is a part of State Board Policy 41.1. This model is designed to meet the needs of every student and consists of three tiers of instruction.

- The LBPA was amended in 2016 to include the Individual Reading Plan (IRP) and increased expectations for 3rd-grade students beginning in 2018-2019. Any students in K-3 that exhibit a substantial deficiency in reading as well as students who were promoted to 4th grade under a Good Cause Exemption should have an IRP on file.
- The MTSS-IRP process aligns closely with the science of reading. Through targeted, specific interventions (Approved Interventions), students receive interventions that fill foundational gaps in areas of literacy.
- The IRP (Appendix E in MTSS Documentation Packet) serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies.
- Classroom Examples: Flowchart,
  IRP Alignment Checklist,
  Universal Screener Companion Guide - Diagnostic Assessments
- IRP Guidance Links: The LBPA,
  LBPA/IRP PowerPoint,
  Parent Read at Home Plan

MISSISSIPPI DEPARTMENT OF EDUCATION

Appendix D: **Classroom Set-up Checklist**

CLASSROOM SET-UP CHECKLIST | MISSISSIPPI DEPARTMENT OF EDUCATION — Ensuring a bright future for every child | SCHOOL YEAR: 2022-2023

Interactive Learning Walls: Each room should have an interactive learning wall displayed. Learning walls should be prepared for interactive student use prior to the Xstudents entering the classroom for the first time. Learning walls can include:

- sound walls that focus on articulation of sounds and the letter patterns that represent those sounds
- word walls that focus on a collection of words and their relationships (these words should be connected to your reading curriculum)
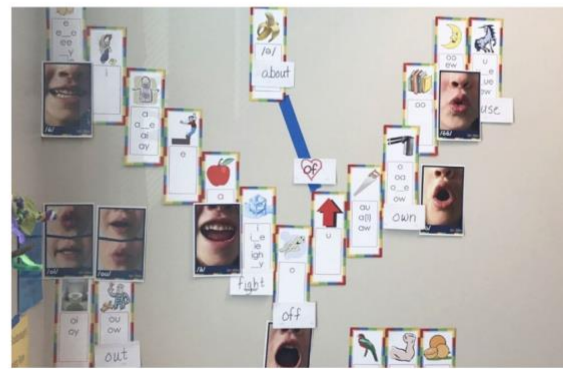
Things to consider about your learning wall...

___ Do I have enough space to place a classroom learning wall?

___ Is my learning wall in a location where a student or I can easily add new words each week?

Appendix E: <u>Literacy Support School Beginning-of-Year "Assessment"</u>

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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?

Page 1 of 2

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- Have you received information about MDE procured screeners (STAR-EL, STAR or K-Readiness)?

  o 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?

  o 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?

Page 2 of 2

Appendix F: Literacy Coach and Teacher Partnership Agreement

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Literacy Coach and Teacher Partnership Agreement

Teacher: _____ Teaching Experience: _____years

School: _____ Grade: _____

Literacy Coach's Roles/Responsibilities	Teacher's Desired Outcomes
My role as Coach: To improve instructional decision-making and increase reflectivity in practice **Methods:** • Co-planning • Co-teaching • Observation	What do you hope to gain from coaching/co-teaching/modeling done in your classroom?
How and when we will communicate: We will meet individually, as needed, as well as during planning times. • Learning focused conversations which include inquiry, reflection, generation of insights regarding professional practice, and lesson plan revision when necessary	How will you monitor student achievement in your classroom?
Focus in team/grade-level meetings: • Plan effective instruction • Share ideas, problem solve collaboratively • Generate reciprocal support (shared effort) for growth and improvement of practice	Where do you want to start in your classroom? List our priorities (i.e., managing small-group activities, checking for comprehension, questioning techniques, etc.) • • •
Overall Focus: Participate as equals in planning, reflecting, and problem solving.	What additional resources will you need?

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 Tummer, 1986) and Scarborough's Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.

SIMPLE VIEW OF READING

Decoding (word recognition) **X** **Language Comprehension** **=** **Reading Comprehension**

SCARBOROUGH'S READING ROPE MODEL

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

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: <u>Professional Development Request Form</u>

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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 (*please check all that apply*)

☐ Phonemic Awareness

☐ Phonics

☐ Fluency

☐ Vocabulary

☐ Comprehension

☐ Research-Based Decision Making

☐ Assessment

☐ Instructional Strategies

☐ Data Analysis

☐ Classroom Management

☐ Curriculum Alignment

☐ Lesson Planning

☐ Differentiated Instruction

☐ 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)

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
(No smaller than 54, ensure text is legible over picture and do not type over people's faces)

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

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

26

Presenter Name
Presenter Title
Presenter email

mdek12.org

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Appendix K: Literacy Coach Shadowing Form

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Literacy Coach Shadowing Form

Coach: _____ Coach Shadowing: _____ School: _____

Pre-Conference	Post-Conference	Next Steps
• What questions do you have before going to shadow? • Identify your needs or the needs of coach you are shadowing. • What is the planned activity to be observed? (teacher/coach conversation, PD, PLC, model lesson.....)	• What was your impression of what you observed? (What worked or didn't work?) • What did you learn and how will you use this skill at your school? • What additional questions/needs do you have?	• Based on this experience, what next steps will be taken to make you a more effective coach? • How and when will these next steps be implemented?

****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

Pre-Conference	Act	Post-Conference	Improve
• 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.	• Observation • Model lesson • Co-teaching Lesson • Side-by-side Coaching • Peer Observation • Content Building	• What was your impression of the lesson? (What worked or didn't work?) • How will you/did 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? • When will we revisit to see how instructional delivery is progressing? (if applicable)	• Based on this experience, what next steps will be taken to make instruction more effective? • How and when will these next steps be implemented? • How will you know you are successful?
Date:_____	Date:_____ **Teacher Next Steps:** **Coach Next Steps:**	Date:_____	Date:_____ **Teacher Next Steps:** **Coach Next Steps:**

****The focus questions listed at the top of the form may be used as a guide for formulating coaching questions.

MISSISSIPPI DEPARTMENT OF EDUCATION
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Coaching Guide
Observation Tool

Teacher_____ Grade_____ Date_____
School_____ Coach_____ Total Time :_____
☐ Expeditionary Learning ☐ Into Reading ☐ myView ☐ Wonders 2020 ☐ Wit and Wisdom

☐ Whole Group ☐ Small Group ☐ Other

Evidence/Comments		
Teacher Actions	Time	Student Actions

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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

Link received from your Regional Coordinator

Appendix N: Demonstration Lesson Focus Form

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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:

- 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.

- 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:

1

Appendix O: Learning Walk Protocol

LEARNING WALK PROTOCOL K-3

DATE: _____

MISSISSIPPI DEPARTMENT OF EDUCATION
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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 structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of HQIM materials, 4) writing and Tier 1 teacher-led small groups and stations.

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

Strong Evidence- Effectively Implemented; Observed- Compliant; Needs Attention-Occurring, but Weak

Appendix P: Learning Walk Outcomes Report

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

School	Principal
Team Members	**Date completed**

AREA:	
Commendations: •	
Recommendations: •	

AREA:	
Commendations •	
Recommendation •	

Next Steps	Person Responsible	Possible Resources:
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

Appendix Q: Monthly Report (a tab in the Coaching Report)

MISSISSIPPI DEPARTMENT OF EDUCATION
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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	Literacy Coach	Principal	Month	Year
School 1 Name	School 1 District	Coach Name	Principal Name	August	2023

Additional scheduling information:
-

Kindergarten Readiness Data (KRA)

Universal Screener Data

Professional Learning Communities

Date	# Participants	Audience	Topic
			topic 1
			topic 2
			topic 3
			topic 4
			topic 5

Professional Development Opportunities

Date	# Participants	Audience	Topic
			topic 1
			topic 2

Appendix S: Hours Log (a tab in the Coaching Report)

Name: Coach Name
Address:

August

Task Category	School or Location	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Totals	Totals for Comprehensive Report
Date		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Total Hours		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.00	
Section 1. Professional Development (PDs)																																		
a. Attendee	School 1																																0.00	School 1 PDs 0.00
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	School 2 PDs
b. Presented by Coach	School 1																																0.00	0.00
	School 2																																0.00	
	School 3																																0.00	School 3 PDs
	Other																																0.00	0.00
c. Developer (Research & Planning)	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	PD: present/develop
	Other																																0.00	-
Section 2. Coaching																																		
a. Observations Pre-K	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
b. Modeled Lessons Pre-K	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
c. Co-Teaching Pre-K	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
d. Observations K	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
e. Modeled Lessons K	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
f. Co-Teaching K	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
g. Observations 1st	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
h. Modeled Lessons 1st	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
i. Co-teaching 1st	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
j. Observations 2nd	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
k. Modeled Lessons 2nd	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
l. Co-Teaching 2nd	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	
	Other																																0.00	
m. Observations 3rd	School 1																																0.00	
	School 2																																0.00	
	School 3																																0.00	Observations
	Other																																0.00	-

Appendix T: School Literacy Action Plan (SLAPs)

SCHOOL-WIDE LITERACY ACTION PLAN
SCHOOL YEAR: 2020-2021

MISSISSIPPI DEPARTMENT OF EDUCATION
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School Name: ABC Elementary
Principal: Jane Doe
Literacy Coach: Jim Smith
Date Updated: September 5, 2020

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:

- % Probable Reader
- % Transitional Reader
- % Late Emergent Reader
- % Early Emergent Reader

PRE-TEST: 10%, 40%, 30%, 20%
POST-TEST: 40%, 30%, 20%, 10%
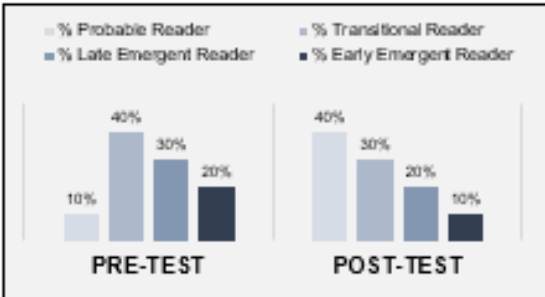
UNIVERSAL SCREENER KINDERGARTEN:

- % At/Above Benchmark
- % On Watch
- % Intervention
- % Urgent Intervention

BOY (95 tested): 32%, 29%, 17%, 22%
MOY (92 tested): 61%, 15%, 10%, 14%
EOY (88 tested): 57%, 19%, 10%, 14%
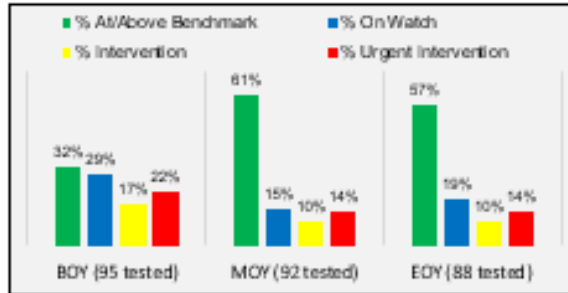
Appendix U: Comprehensive Report (the white tabs in the Coaching Report)

LITERACY COACH COMPREHENSIVE REPORT
School Year: 2022-2023

MISSISSIPPI DEPARTMENT OF EDUCATION
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Literacy Coach: Coach Name
Date Updated: June 8, 2022

SCHOOL AND DISTRICT INFORMATION

		Full Support 1	Full Support 2	Full Support 3
	Support Type			
	School Name	School 1 Name	School 2 Name	School 3 Name
	District	District 1 Name	District 2 Name	District 3 Name
Number of Administrative Personnel	Principal			
	Assistant Principal			
	Instructional Facilitator			
	School Based Coach			
Number of Teachers Per Grade	Kindergarten			
	1st grade			
	2nd grade			
	3rd grade			
Number of Teacher Absences Per Grade	Kindergarten			
	1st grade			
	2nd grade			
	3rd grade			
Number of Students Per Grade	Kindergarten			
	1st grade			
	2nd grade			

Appendix V: **Travel Form**

SDE FORM 13.21
February 2020

BUDGET UNIT: _____
FUND: _____ FUNCTIONAL AREA: _____
COST CENTER: _____
INTERNAL ORDER #: _____

DOCUMENT #: _____

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

STATE OF MISSISSIPPI: DEPARTMENT OF EDUCATION

Vendor/MAGIC #: _____

Name: _____

Address: _____

Personnel Service Contract - Travel Accounted - (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 employees in a PIN or WIN is included in this payment.

ALLOWABLE AMOUNT CLAIMED			AMOUNT ALLOWABLE (agency verified)	
DOLLARS	CENTS	G/L 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 PAYEE: _____ DATE: _____

VERIFIED BY: _____ TITLE: _____

APPROVED FOR PAYMENT: _____ TITLE: _____

PENALTY FOR FRAUDULENT CLAIM - Fine of not more than $250; civilly liable for full amount received illegally; removal from office or position held (Section 25-1-81 and 25-1-91, MS Code Ann. (1972).

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

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 W: Literacy Coach Performance Review Form

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 for review in a timely manner 1.2. Thoroughly completes coaching documentation indicating the coaching cycle 1.3. Completes tasks as assigned 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 giving and 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, and model lessons according to data and school needs 3.2. Organizes and establishes a thorough system of both anecdotal and quantitative data 3.3. Schedules and maintains an accurate *Outlook* calendar that reflects effective coaching services				

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 X: Regional Coordinator Performance Review Form

MISSISSIPPI DEPARTMENT OF EDUCATION
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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

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

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	
Primary Contact	*Secondary Contact*
Name: Relationship: Phone:	Name: Relationship: Phone:

Supervisor Contact	
Regional Literacy Coordinator	*Assistant State Literacy Coordinator*
Name: Phone:	Name: 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