MDE Literacy Coach Handbook

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**Mississippi Board of Education**

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

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

**5-Year Strategic Plan**

**Goals:**

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

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

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

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

Public School Requirements

- If a K - 3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:
  - 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

- Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

Good Cause Exemptions

- A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause:

  A. Limited English Proficient students with less than two (2) years of instruction in English Language Learner program;
  B. Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
C. Students with a disability who participate in the accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency or was previously retained;

D. Student who demonstrates an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and,

E. Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.

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

**LBPA (2016) Technical Amendments**

For reference, please see the following summary of changes:

- **SECTION 1. Section 37-177-1, Individual Reading Plan (IRP)** The intensive reading instruction and intervention must be documented for each student in an individual reading plan.
  - **Lines 37-52** list the steps that must occur and the documentation that is required to develop the IRP.

- **SECTION 5. Section 37-177-11, A Third-Grade student who does not meet the academic requirements for promotion to the Fourth Grade may be promoted by the school district only for good cause.**
  - **Good Cause Exemption C** is applied when a student who has an IEP or Section 504 plan has received EITHER intensive remediation for more than two years OR was previously retained for one year. Previously, students would have to meet both requirements. **Line 168** documents the change from “and” to “or”.

- **Beginning in the 2018-2019 school year, if a student’s reading deficiency is not remedied by the end of the student’s Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade. **Lines 144-150** detail this amendment

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

## General Responsibilities

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

## Responsibilities

### School Level

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

### District and Regional Level

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

### State Level

- Communicate a consistent message as established by the Mississippi Department of Education in support of the Literacy-Based Promotion Act.
- Participate in on-going training, support, and networking to promote grade-level reading.
Maintain and promptly submit reports on progress of teaching and learning specific to literacy in K-3 schools assigned.

Provide training to educators across the state.

Knowledge, Skills, and Attributes

Knowledge: A thorough understanding of the following is vital:

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

Skills: Acquisition of the following expertise is crucial:

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

Attributes: The following personal qualities are essential:

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

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

**Responsibilities**

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

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

**State Level**
- Communicate a consistent message as established by the Mississippi Department of Education in support of the Literacy-Based Promotion Act.
- Participate in on-going training, support, and networking to promote grade-level reading.
• Maintain and promptly submit reports on progress of teaching and learning specific to literacy in K-3 schools assigned.
• Provide training to educators across the state.

**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.
Science of Reading

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

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

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

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

**Literacy Live! Professional Development Series**
Literacy Live! is a professional development series centered around the science of reading. There is a series dedicated to elementary, secondary, and Leaders. To view this professional development series, click here.

Coaching Guidelines

**Professional Conduct**

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

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

**Confidentiality**

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

**Absences and Holidays**

**Leave and Absences**

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

**Sick Days**

- Email Lori Stringer, cc your assigned Assistant State Literacy Coordinator and your Regional Coordinator no later than 8:00 a.m. on the day of the requested absence (Employee Procedures Manual Section 8.0).
• Notify the principal of the school that you are scheduled to visit.
• Follow your EIR district procedure for absences. Copy Lori Stringer, your Assistant State Coordinator, and your Regional Coordinator on your EIR emails. If you enter absences electronically, you must send a screen shot to Lori Stringer, your Assistant State Coordinator, and your Regional Coordinator.
• Update your Outlook Calendar to reflect your absence.
• If your EIR district notification procedure includes emailing your EIR contact, send one email with the following parties included: EIR contact, cc Lori Stringer, cc your Assistant State Literacy Coordinator, and cc your Regional Coordinator.

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

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

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

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

**Spring Break**
• Literacy Coach/Regional Literacy Coordinator calendars should reflect all workdays. Spring Break is not
When your support schools have different spring break/school holiday schedules, you are expected to visit the school that is in session. During spring break, you should visit the school in session a **minimum** of two days in the week and use the remaining days for planning, preparation, shadowing another coach, completing reports, etc.

When all your support schools have the same spring break/school holiday schedule, you are expected to use the days for shadowing another coach, planning, collaborating with other coaches to develop PD/PLC content, completing reports, etc.

These are workdays for coaches and hours should be recorded in your Coaching Log. Leave time would need to be submitted if you have plans that interfere with your ability to meet the expected guidelines.

**End of the School Year**

As an MDE employee our year does not end when the schools close. Literacy Coaches are expected to use the days between the last day of school and the last contract day to meet with administration, plan with teachers, provide professional development for their Literacy Support Schools or their EIR districts, complete reports, and summer projects, etc.

If one of your schools closes before the other, you should visit the other school that is open.

If both of your schools close at the same time, then the remaining days should be used as planning days and/or days to meet with principals to plan for the next school year.

These days should be used to complete **end of the year** paperwork, meet with your regional team or other coaches to plan PDs and PLCs for the future, and to complete end of the year assignments.

Please remember that these are still workdays (planning days), and you are still on contract.

**Social Media**

**Do not post on social media during the workday (between 8:00 a.m. and 5:00 p.m.).**

This policy applies for inclement weather days, planning days, virtual coaching days, etc. (all MDE working contract days)
Outlook Calendar

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

Calendar Guidelines
- Keep your school support planned for 3 to 4 weeks ahead of time posted on your calendar.
- Keep your calendar current by updating changes in your schedule as needed.
- Share your Outlook Calendar with the Assistant State Literacy Coordinators, your Regional Coordinator, and other Literacy Coaches (especially those in your assigned region).
  - **Steps for sharing your calendar (Outlook web version)**
    1. Click “Share”
    2. Enter email address
    3. Make sure you select “**Can view all details**”
    4. Click “Share” to send a sharing invitation email
    5. Click the X to close the window when you are finished
  - **Note:** a video tutorial on how to share your calendar can be found [here](#) (Outlook web version)
1. Click “Add calendar”
2. Select “From directory”
3. Enter name and select email address
4. Click “Add”
   - Steps for color coding your calendar for each school/event (Outlook web version)
   1. Click a day in your calendar
   2. Click “Categorize”
   3. Scroll to the bottom and select “Manage categories”
   4. Click “Add new category”
   5. Enter a category name (Example: ABC Elementary School) and click “Select a color”
   6. Click “Save”

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

### Computer Backup

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

**Steps to using OneDrive as an automatic backup:**

1. Click the Start menu on your MDE-issued laptop
2. Select OneDrive from the program menu
3. When prompted to “Set up OneDrive,” enter your MDE email address. If the ____@mdek12.org does not work use the long version of your email: ____@mde.k12.ms.us
4. Click “Sign in”
5. Enter password when prompted
6. Click “Next” and follow the instructions when prompted
7. The final step will prompt you to click “Open my OneDrive folder”
8. When creating and saving new documents, save them to your OneDrive folder (instead of “My Document”), so it will automatically sync and backup to the “cloud”

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

Email Communication

Note: a video tutorial on how to access MDE email can be found here

Guidelines

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

Adding Email to your iPhone

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

Note: a video tutorial on how to add email to your iPhone can be found here

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

- Log into email account
- Click “Settings” at top right of screen next to the question mark
- Click “View all Outlook settings” at the bottom
- Select “Compose and reply” under the “Mail” tab in your app settings
Under “Email signature” create a signature in the text box
In the provided box, type the text for your signature
  o Must use “Georgia” font and font size 9
Below the text box, be sure to check the boxes by “Automatically include my signature on new messages I compose” and by “Automatically include my signature on messages I forward or reply to.” Click “Save” at the bottom right.
See example on the next page.

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

Note: a video tutorial on how to add an email signature using an iPhone can be found here

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

MISSISSIPPI DEPARTMENT OF EDUCATION

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Literacy Coach Pacing Guide

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

Coaching: The First Few Weeks of School

Days 1 & 2 (FIRST WEEK)

- Meet with principal to discuss plans for when and where (make plans to attend!) you are introduced to the staff (setting tone for your role and work). Be prepared to briefly explain your role and purpose. Share “Non-Negotiables” (Appendix C) and “Classroom Set-up Checklist” (Appendix D), “Limited Support Descriptors” (Appendix CC).
- Meet with principal (or designee) to collect/determine the following:
  - Use the Literacy Support School Beginning of the Year Assessment (Appendix E) to collect information.
• Who will be my contact person at the school? Phone number and email?
• Procedures for Signing in / Out
• School Map
• School Schedules
  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 watching in your room today. Your students were doing a nice job of working in pairs.”
• “Thanks for letting me watch in your room today. I noticed that you were using a word wall. That is a
best practice!”

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

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

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

# Professional Development

**MDE Literacy Coach Presentations**

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

**Guidelines for PowerPoint Presentations**

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

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

MDE Professional Development Coordinator (PDC)

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

Professional Development/Consulting

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

Coaching Cycle and Supports

Educator In Residence (EIR) Supports Email

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

- ELA Professional Learning Community Sessions: By Grades (quarterly)
- ELA Professional Development: District or Building Wide (each semester): Categories may include, but
are not limited to, Foundational Skills, Classroom Management, or the 5 Components of Reading

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

**Literacy Coach Shadowing**

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

**Literacy Coach Shadowing involves**

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

**Steps for Literacy Coach Shadowing**

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

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

Coaching Lesson Plans

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

Modeling

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

Co-teaching

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

Steps for Submitting Coaching Lesson Plans:

1. Save these files on your computer in your school folder using the following format:
   \textbf{date\_reportname\_schoolname\_teacherlastnamegrade\_coachinitials}
   \textbf{Examples:}
   8.31.22\_modeling\_dexter\_smith2\_cas
   8.31.22\_co-teaching\_dexter\_jones\_K\_cas
2. Email your Coaching Lesson Plans to your Regional Coordinator.

Learning Walks

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

Learning Walk Guidelines

- New coaches attend a learning walk with another coach before conducting a learning walk at support schools.
- Discuss learning walks with administration at the \textbf{beginning of the year}.
  - Conducted twice a year (fall and winter).
Steps for Planning for a Learning Walk

1. Meet with the principal to set a date for the learning walk and to revisit expectations. Check district calendar for available dates.
2. Send an invitation through the outlook calendar (see steps below). Invite your Assistant State Coordinator, your Regional Coordinator, principal, district contact person. *The principal and/or district contact(s) may forward the invitation to other school and or district personnel.
3. Create folders for each member of the team. These folders should include copies of the Learning Walk Protocol (Appendix O), agenda with a schedule, school master schedule, and a map of the school.
4. Meet with the team before the learning walk begins to explain the protocol and contents of the folders. Explain that you will time each observation for 10 minutes then exit the room as a signal for the team to exit.
5. Meet with the team after the classroom observations to debrief. The team will discuss commendations, recommendations, and next steps. Record this information on chart paper.
6. Limited debriefing can also occur after each classroom visit when needed. Collect folders and protocols from each team member. Completed Learning Walk protocols will not be shared with other participants of the Learning Walk, including principals.
8. Use the following format to name your report:
   o date_learningwalkoutcomes_schoolname_coach initials
   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 beginning and ending times.
6. In the “Invite attendees” box, type in all the names/email addresses of those to receive the invitation one at a time.
7. Add a message in the “Add description or attach documents” box.
8. Click "send" to share the calendar invite.

**Learning Walk Cancellations**

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

**Literacy Documentation**

**Primary Folder**

- All reports should be kept in a **primary folder** on your computer and backed up on a flash drive and/or OneDrive.
- Primary folder name: school year underscore first name last name
  
  Example: **2021-2022_LoriStringer**

- Inside the primary folder should be subfolders named for each school the coach serves and Coaching Logs.
  
  - **2021-2022_LoriStringer** (Primary Folder)
    - **2021-2022_Coaching Logs** (Subfolder inside primary folder)
    - **2021-2022_Comprehensive Reports** (Subfolder inside primary folder)
    - **2021-2022_Schoolname#1** (Subfolder inside primary folder)
      - **Monthly Reports** (Inside School #1 Folder) (Appendix K)
      - **Learning Walk Reports** (Inside School #1 Folder) (Appendix F)
      - **Coaching Lesson Plans** (Inside School #1 Folder) (Appendix A)
      - **School Literacy School Literacy Action Plan** (Inside School #1 Folder) (Appendix H)
      - **School Profile** (Inside School #1 Folder) (Appendix T)
    - **2021-2022_Schoolname#2** (Subfolder)
      - **Monthly Reports** (Inside School #2 Folder) (Appendix K)
      - **Learning Walk Reports** (Inside School #2 Folder) (Appendix F)
      - **Coaching Lesson Plans** (Inside School #2 Folder) (Appendix A)
Monthly Reports

- Use the following format to name your report (Appendix Q – Monthly Report) each month: 
  
  **date_monthlyreport_schoolname_coachinitials**
  
  Example: 8.31.22_monthlyreport_dexter_cas

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

Coaching Logs

- Complete Coaching Log (Appendix S) monthly using the Excel spreadsheet.
- Name the Coaching Log file in the following format: 
  
  **year_coachinglog_coachinitials**  
  
  Example: 2021-2022_coachinglog_cas

- Save file in Coaching Log folder.
- Email the Coaching Log to your Regional Coordinator at the end of the month.
- Regional Coordinators will save these files for each coach on a flash drive.

Helpful Hints:

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

Regional Coordinator SNAPSHOT

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

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

Comprehensive Report

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

Time Sheets

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

Travel

- Travel Expense Reports ([Appendix W](#)) are submitted twice a month on the 15th (1st to 15th) and the last day of the month (16th to end of the month), or as otherwise directed by your Regional Coordinator. Report ([Appendix W](#)), hotel receipts, and meal receipts if applicable should be mailed or emailed to Verna Covington or Delicia Ross.
  - Mississippi Department of Education
    C/O Verna Covington
    PO Box 771
    Jackson, MS 39205-0771
  - Mississippi Department of Education
    C/O Delicia Ross
    PO Box 771
    Jackson, MS 39205-0771
• Sign travel reports in blue ink.
• Use your vendor/Magic number on report.
• Include an address key with location, address, and mileage in the travel report.
• Verify totals on reports.
• Overnight trips are to be included on one report and not divided between two reports.
• Any time an employee must travel a distance greater than 75 miles one-way overnight lodging is eligible.
• Overnight trips include reimbursements for meals and lodging.
• Reimbursement for lodging expenses will be made for the amount actually paid when an **itemized receipt with a zero ($0) balance is attached.** Ask for the state government rate when making reservations.
• Employees will be reimbursed for the actual cost of meals not to exceed the daily maximum allowances **when a receipt is attached.**
• Check the following site each month for current daily allowances. Details about travel can be found at https://www.mdek12.org/OHR/employeepolicy

**Evaluations**

**Timeline**

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

**Procedure for completing evaluations for Regional Coordinators and Literacy Coaches:**

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

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

School Literacy Action Plan (SLAP)

- School Literacy Action Plan (SLAP) template can be found here.
- Support school personnel are charged with implementing the Literacy-Based Promotion Act,
2013.

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

Office of Elementary Education and Reading

The following are a sample of the documents referenced in the Literacy Coach Handbook. Full downloadable versions can be found on OneDrive.
## Appendix A: Literacy Coach Sign-in Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Signature</th>
<th>Time In</th>
<th>Time Out (Lunch)</th>
<th>Time In (Lunch)</th>
<th>Time Out</th>
<th>Reason for Leaving Early</th>
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<tbody>
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### MDE Literacy Coach Pacing Guide

<table>
<thead>
<tr>
<th>Month</th>
<th>Suggested LC Focus Tasks</th>
<th>Suggested PLC Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>- See &quot;Coaching: The First Few Weeks&quot; p. 13-14 LC Handbook</td>
<td>- Complete LC and Teacher Partnership Agreements ([I], Needs Assessments ([N], Classroom Set-Up Checklist, and introduce Non-Negotiables ([O])</td>
</tr>
<tr>
<td></td>
<td>- Meet with principal to explain role and share Non-Negotiables ([O]) and discuss BOY Assessment ([J])</td>
<td>- What is Literacy Coaching? (What should we expect?)</td>
</tr>
<tr>
<td></td>
<td>- Make introductions with staff and provide business card</td>
<td>- What is a PLC? (Plan norms, schedule, and topics)</td>
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<td></td>
<td>- Collect all pertinent documents (class schedules, master schedules, etc.)</td>
<td>- Pacing of 90-minute Reading Block</td>
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<td>- Walk thru each K-3 classroom and leave positive notes with feedback</td>
<td>- Screening and Diagnostic Tools (Literacy Focus of the Month)</td>
</tr>
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<td>- Review/Create Action Plan ([H])</td>
<td>- BOY Data Review</td>
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<td></td>
<td>- Identify school data collection procedures (STAR, I-READY, NWEA, etc.) and establish School Data Wall or Data Display</td>
<td>- Phonological Awareness and Phonics (Literacy Focus of the Month)</td>
</tr>
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<td></td>
<td>- Establish LC teacher/school level data collection procedures</td>
<td>- Classroom Management</td>
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<td>- Ensure the schedule has an established 90-minute reading block</td>
<td>- Review 5 Components</td>
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<td>- Begin IRP discussions</td>
<td>- Word Walls</td>
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<td></td>
<td>- Schedule Fall Learning Walk ([F and G])</td>
<td>- Centers/LETs Kits</td>
</tr>
<tr>
<td>September</td>
<td>- Finalize incomplete tasks from August</td>
<td>- Begin Unpacking MCCRS/Scaffolding Doc</td>
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<td></td>
<td>- Share the School Literacy Plan Template with principal</td>
<td>- Vocabulary (Literacy Focus of the Month)</td>
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<td></td>
<td>- Provide IRP support</td>
<td>- Guided Reading</td>
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<td>- Assist in preparing Deficiency Letters and documentation</td>
<td>- Anchor Charts</td>
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<tr>
<td></td>
<td>- Identify intervention processes used</td>
<td>- LETRS Phase III</td>
</tr>
<tr>
<td>October</td>
<td>- Schedule fall REL Observations</td>
<td>- Oral Reading and Fluency (Literacy Focus of the Month)</td>
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<td>- Ensure Deficiency Letters are sent home</td>
<td>- Comprehension (Literacy Focus of the Month)</td>
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<td></td>
<td>- Identify students who may qualify for a Good Cause Exemption</td>
<td>- Close Reading</td>
</tr>
<tr>
<td>November</td>
<td>- Complete fall REL Observations</td>
<td>- MOY Data Review</td>
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<td>- ARM documentation due</td>
<td>- Writing Connected to Text (Literacy Focus of the Month)</td>
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<tr>
<td></td>
<td>- Check and assist in classroom library set up</td>
<td>- Oral Reading and Fluency (Literacy Focus of the Month)</td>
</tr>
<tr>
<td>December</td>
<td>- Collect teacher attendance data</td>
<td>- Comprehension (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- Evaluations Due (Coach and Regional)</td>
<td>- Close Reading</td>
</tr>
<tr>
<td></td>
<td>- Update Comprehensive Report ([C])</td>
<td>- MOY Data Review</td>
</tr>
<tr>
<td></td>
<td>- Update Action Plans ([H])</td>
<td>- Writing Connected to Text (Literacy Focus of the Month)</td>
</tr>
<tr>
<td>January</td>
<td>- Ensure all students have tested in the MOY window</td>
<td>- Oral Reading and Fluency (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- Collect MOY Data</td>
<td>- Comprehension (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- Ensure Deficiency Letters are sent home</td>
<td>- Close Reading</td>
</tr>
<tr>
<td>February</td>
<td>- Schedule Spring Learning Walk ([F and G])</td>
<td>- MOY Data Review</td>
</tr>
<tr>
<td></td>
<td>- Comprehensive Report Due ([C])</td>
<td>- Writing Connected to Text (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- Schedule and begin spring REL Observations</td>
<td>- Oral Reading and Fluency (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- Provide MIAS/MAP testing support (sample items)</td>
<td>- Improving Retention (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- ARM documentation due</td>
<td>- Differentiated Instruction/Centers</td>
</tr>
<tr>
<td>March</td>
<td>- Ensure Deficiency Letters are sent home</td>
<td>- Reading Strategies-Before, During, and After (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- REL Observations</td>
<td>- Oral Reading and Fluency (Literacy Focus of the Month)</td>
</tr>
<tr>
<td>April</td>
<td>- Gather testing schedule for school (check dates for accuracy)</td>
<td>- Improving Retention (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- Complete spring REL Observations</td>
<td>- Differentiated Instruction/Centers</td>
</tr>
<tr>
<td>May</td>
<td>- Collect teacher attendance data</td>
<td>- EOY Data Review</td>
</tr>
<tr>
<td></td>
<td>- Collect/analyze EOY data</td>
<td>- Spaces and environments for the upcoming school year</td>
</tr>
<tr>
<td></td>
<td>- ARM documentation due</td>
<td>- Reading Strategies-Before, During, and After (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- Evaluations Due (Coach and Regional)</td>
<td>- Reading Strategies-Before, During, and After (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- Assist with Summer School Plans</td>
<td>- Oral Reading and Fluency (Literacy Focus of the Month)</td>
</tr>
<tr>
<td>June</td>
<td>- Complete Comprehensive Report ([C])</td>
<td>- Reading Strategies-Before, During, and After (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- Complete School Profile ([R])</td>
<td>- Oral Reading and Fluency (Literacy Focus of the Month)</td>
</tr>
<tr>
<td></td>
<td>- Organize files and materials</td>
<td>- Improving Retention (Literacy Focus of the Month)</td>
</tr>
</tbody>
</table>
Appendix C: Non-Negotiables

LITERACY SUPPORT SCHOOLS
NON-NEGOTIABLES

MS-CRRS Alignment
- Instruction aligned to the MS-CRRS
- Student work guided with "LOCR" statement
- Knowledge-building of MS-CRRS for teachers and administrators

PLCs
- Topics based on needs
- Topics: Data, Context, or Planning

Uninterrupted Reading Block
- Small and whole-group instruction are data driven.
- Instructional sequences address 5 components of reading and writing
- Instruction is differentiated

Writing Connected to Text
- Writing is in response to text
- Instruction focuses on the three types of writing: narrative, informative, and opinion

Individual Reading Plan (IRP)
- Used as a tool for documenting intervention reading instruction and interventions for students with identified reading difficulties
- IRP forms

School Literacy Action Plan
Develop School Literacy Action Plan that
- Embraces literacy instruction
- Supports the SBC standards
- Aligns with MS-CRRS
- Reflects the implementation of the district’s efforts to improve literacy achievement

Word Walls
- Evidence of interactive word walls
- Includes context area words, Tier II words, and academic words

Data Walls
- Evidence of monthly progress monitoring
- Includes other assessment data
- In compliance with PDEP guidelines

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

Learning Walks
- ’Visit’ before a year (fall and winter)
- Conducted by teams that includes the principal, assistant principal, instructional coaches, regional coordinator, curriculum coordinator, and/or lead teacher
- Invitations will also be sent to the district’s content experts
- Assistant State Literacy Coordinator and State Literacy Director

Literacy Coach Data Access: Universal Screener
- OAD digital access to universal, district-wide, and NDE literacy coach for support with data analysis, instructional planning, and instructional enhancement

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Appendix CC: Limited Support Descriptors

MDE LITERACY COACH
LIMITED SUPPORT SERVICES

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

### Limited Literacy Support Schools

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

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

### Levels of Limited Support

**Limited Support 1 (LS1):** Coaches will provide monthly, on-site and/or "virtual coaching" visits.
- This may include scheduling and facilitating fall and winter learning walks (approximately 8 on-site and/or virtual coaching visits).

**Limited Support 2 (LS2):** Coaches will provide quarterly virtual coaching visits.
- This may include fall and winter learning walk debriefs, next steps, or pertinent professional development (approximately 4 virtual coaching visits).

**Limited Support 3 (LS3):** Coaches may provide technical professional development support at the request of the administrator (approximately 2 virtual coaching visits).
- This may include priority access to regional professional development training and requested resources through email.

### Virtual Coaching visits for teachers may include the following:

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

Classroom Set-up Checklist

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

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

Standards: The standards you are focusing on each week should be displayed in your classroom. These can be written out by hand or typed. Standards should be formatted to reflect: I can statements while staying true to the original standard. By [ ] I can [ ] Please make sure to reserve a spot in your classroom for your data focus wall. See below.

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Help, please! I need more information!</th>
<th>I’ve got this!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Walls</td>
<td></td>
</tr>
<tr>
<td>Displaying Standards</td>
<td></td>
</tr>
<tr>
<td>Anchor Charts</td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td></td>
</tr>
<tr>
<td>Room Arrangement:</td>
<td></td>
</tr>
<tr>
<td>Whole group space</td>
<td></td>
</tr>
<tr>
<td>Small group/pair space</td>
<td></td>
</tr>
<tr>
<td>Centers materials storage</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E: Literacy Support School Beginning-of-Year “Assessment”

Literacy Coach:  
Date:  
School: Principal or Designee:

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

School Norms and Goals
- What are your desired goals (short and long term) and/or needs for grade level assistance?

  - What is your most urgent instructional focus for this school year?

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

School Resources, Materials and Programs
- What internal and/or external supports exist within the school (Reading Facilitator/Interventionist/Tutor/Consultant/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

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

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

Professional Development and Trainings
- Have your teachers attended LETRS training? 3-day or 2-day training?
  - Has the principal attended Prisoner’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 Balcon 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

<table>
<thead>
<tr>
<th>Literacy Coach's Roles/Responsibilities</th>
<th>Teacher's Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My role as Coach:</strong></td>
<td></td>
</tr>
<tr>
<td>To improve instructional decision-making and increase reflectivity in practice</td>
<td><strong>What do you hope to gain from coaching/co-teaching/modeling done in your classroom?</strong></td>
</tr>
<tr>
<td><strong>Methods:</strong></td>
<td></td>
</tr>
<tr>
<td>• Co-planning</td>
<td></td>
</tr>
<tr>
<td>• Co-teaching</td>
<td></td>
</tr>
<tr>
<td>• Observation</td>
<td></td>
</tr>
<tr>
<td><strong>How and when we will communicate:</strong></td>
<td></td>
</tr>
<tr>
<td>We will meet individually, as needed, as well as during planning times.</td>
<td><strong>How will you monitor student achievement in your classroom?</strong></td>
</tr>
<tr>
<td>• Learning focused conversations which include inquiry, reflection, generation of insights regarding professional practice, and lesson plan revision when necessary</td>
<td></td>
</tr>
<tr>
<td><strong>Focus in team/grade-level meetings:</strong></td>
<td><strong>Where do you want to start in your classroom?</strong></td>
</tr>
<tr>
<td>• Plan effective instruction</td>
<td>List our priorities (i.e., managing small-group activities, checking for comprehension, questioning techniques, etc.)</td>
</tr>
<tr>
<td>• Share ideas, problem solve collaboratively</td>
<td>•</td>
</tr>
<tr>
<td>• Generate reciprocal support (shared effort) for growth and improvement of practice</td>
<td>•</td>
</tr>
<tr>
<td><strong>Overall Focus:</strong></td>
<td><strong>What additional resources will you need?</strong></td>
</tr>
<tr>
<td>Participate as equals in planning, reflecting, and problem solving.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix G: **Mississippi’s Approach to K-3 Literacy Instruction**

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

**STRUCTURED LITERACY INSTRUCTION**
*Application of the Science of Reading*

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

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

**SIMPLE VIEW OF READING**

![Diagram showing the simple view of reading]

**SCARBOROUGH’S READING ROPE MODEL**

![Diagram showing Scarborough’s reading rope model]

Appendix H: Professional Development Request Form

PROFESSIONAL DEVELOPMENT REQUEST FORM

<table>
<thead>
<tr>
<th>Basic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
</tr>
<tr>
<td>Contact Person Number/Email</td>
</tr>
<tr>
<td>Professional Development Activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas of Professional Development Activities (please check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Phonemic Awareness</td>
</tr>
<tr>
<td>□ Phonics</td>
</tr>
<tr>
<td>□ Fluency</td>
</tr>
<tr>
<td>□ Vocabulary</td>
</tr>
<tr>
<td>□ Comprehension</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Location</th>
<th>Person requesting professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Initial or signature)</td>
</tr>
</tbody>
</table>
Appendix I: Professional Development Evaluation Form

Mississippi Department of Education
Literacy-Based Promotion Act

Name of Training
Date of Training _______________________

Evaluation Form

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

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

<table>
<thead>
<tr>
<th>1. The presenter(s) were prepared and organized.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The presenter(s) were knowledgeable about the training content.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The training materials (binder materials, videos, discussions and feedback) were helpful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. Indicate on a scale of 1-4 how you would rate your knowledge of the material covered in this training.
1-Not prepared  2-Somewhat prepared  3-Prepared  4-Very prepared

| 1 | 2 | 3 | 4 |

5. Indicate on a scale of 1-4 how you would rate yourself on being prepared to implement the strategies presented.
1-Not prepared  2-Somewhat prepared  3-Prepared  4-Very prepared

| 1 | 2 | 3 | 4 |

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

______________________________________________________________________________

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

______________________________________________________________________________

Additional comments/suggestions: ________________________________________________

Contact Information (Optional) ________________________________________________
Appendix J: MDE PowerPoint Template

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

Presenter Name
Presenter Title

Date

Mississippi Department of Education

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.

State Board of Education
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 Uses a World-Class Data System to Improve Student Outcomes
6. EVERY School and District is Rated "C" or Higher

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

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

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

Enter text here. Font size no smaller than 20.
Enter text here. Font size no smaller than 20.
Enter text here. Font size no smaller than 20.

Do not delete boxes or icon.

Change icon by going to Insert > Icons, select one that is representative of your test.
Then, change the icon in your footer. Select the icon, going in Graphics > Insert in your ribbon, and changing the Graph icon.
The icon should be slightly off the slide so as to be example provided.
The text should not touch the icon. Delete this text line below now.

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## Appendix K: Literacy Coach Shadowing Form

### Literacy Coach Shadowing Form

Coach: ___________________  Coach Shadowing: ___________________  School: ___________________

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

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

Teacher Signature: ___________________  Literacy Coach Signature: ___________________
Appendix L: Informal Observation Tools

Literacy Coach Conference Artifacts

<table>
<thead>
<tr>
<th>Tender</th>
<th>Grade</th>
<th>Coach</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Conference</th>
<th>Post-Conference</th>
<th>Next Steps</th>
<th>Follow up</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What completion of the lesson?</td>
<td>- What completion of the lesson?</td>
<td>- What completion of the lesson?</td>
<td>- What completion of the lesson?</td>
</tr>
<tr>
<td>- What completion of the lesson?</td>
<td>- What completion of the lesson?</td>
<td>- What completion of the lesson?</td>
<td>- What completion of the lesson?</td>
</tr>
</tbody>
</table>

Date:__________ Date:__________ Date:__________ Date:__________

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

Teacher Signature: ___________________________ Literacy Coach Signature: ___________________________

---

Post Observation Informal Conference Tool

<table>
<thead>
<tr>
<th>Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Teaching</td>
</tr>
</tbody>
</table>

Lesson Facts (please check all that apply): □ Phonemic Awareness □ Phonics □ Fluency □ Vocabulary □ Comprehension □ Writing

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

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

How would you improve this lesson?

This is what I saw…

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

What are our next steps? In what ways can I provide support (i.e., co-teaching, modeling, planning, etc.)?
## Appendix M: Coaching Lesson Plan

| Coaches Lesson Planning Chart for | | | | | |
|----------------------------------|---|---|---|---|
| Coach:  | Teacher(s):  | School:  | Date:  |

**Coaching FOCUS: What content will your teacher be learning during this lesson?**

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Writing:</th>
<th>Listening:</th>
<th>Speaking:</th>
</tr>
</thead>
</table>

**Which strategies will you use to reinforce learning of content?**

<table>
<thead>
<tr>
<th>LESSON OUTLINE: What steps will you take to conduct your lesson?</th>
</tr>
</thead>
</table>

**How will I help the teacher and students build background for the new learning?**

<table>
<thead>
<tr>
<th>Support Data</th>
<th>Focus Questions for the Observing Teacher</th>
<th>Key Vocabulary Focus</th>
</tr>
</thead>
</table>

**Materials, Scaffolding, and Assessment**

<table>
<thead>
<tr>
<th>Materials Needed (Please list ALL items)</th>
<th>Teaching Techniques for Scaffolding Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: Identify by ✓ which resources to be used are school-based (Basal, instructional program, etc.)</td>
<td>Identify lesson type (Modeling/Co-teaching):</td>
<td>□ Informal-Observation/Anecdotal notes</td>
</tr>
<tr>
<td></td>
<td>Identify where lesson occurred (classroom, PD, PLC):</td>
<td>□ Formal-Checklist</td>
</tr>
<tr>
<td></td>
<td>Resources provided to teachers as follow-up to lesson:</td>
<td>□ Formative Assessment</td>
</tr>
<tr>
<td></td>
<td>Grouping:</td>
<td>□ Student Product</td>
</tr>
<tr>
<td></td>
<td>□ Whole class</td>
<td>□ Center Accountability Tool (i.e., self-check, recording sheets, etc.)</td>
</tr>
<tr>
<td></td>
<td>□ Small group</td>
<td>□ Exit Ticket</td>
</tr>
<tr>
<td></td>
<td>□ Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Teacher-led Center</td>
<td></td>
</tr>
</tbody>
</table>

---

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## Appendix N: Demonstration Lesson Focus Form

**Demonstration Lesson Focus Form**

- **Teacher**
- **Grade**
- **Date**

### School

- **Coach**
- **Total Time:**

**Lesson Focus/Essential Reading Component:**

*While observing the demonstration lesson, consider how the coach:*

<table>
<thead>
<tr>
<th>Explains lesson objectives and procedures.</th>
<th>Paces instruction and provides students enough thinking time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activates prior knowledge.</td>
<td>Provides frequent opportunities for students to respond.</td>
</tr>
<tr>
<td>Models the use of concrete examples.</td>
<td>Gives students immediate and specific feedback.</td>
</tr>
<tr>
<td>Makes learning visible and breaks down instruction into steps.</td>
<td>Adjusts instruction based on students’ responses.</td>
</tr>
<tr>
<td>Uses scaffolding to support student learning.</td>
<td>Monitors student learning and progress.</td>
</tr>
<tr>
<td>Integrates previously learned knowledge and skills.</td>
<td></td>
</tr>
</tbody>
</table>

### Notes/Observations:

### Questions:

---

1
## Appendix O: Learning Walk Protocol

### LEARNING WALK PROTOCOL K-3

**DATE:**

**TEACHER:**

**GRADE:**

**OBSERVER:**

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

### INSTRUCTION PART 1: APPLICATION OF STRUCTURED LITERACY CONCEPTS

<table>
<thead>
<tr>
<th>PHONEMIC AWARENESS</th>
<th>NOTES/EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole group for K-1</td>
<td></td>
</tr>
<tr>
<td>Differentiated for 2-3</td>
<td></td>
</tr>
<tr>
<td>□ 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</td>
<td></td>
</tr>
<tr>
<td>□ Models right to left; students view left to right</td>
<td></td>
</tr>
<tr>
<td>□ Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples</td>
<td></td>
</tr>
<tr>
<td>□ Includes multisensory approach (e.g., hand motions, tapping, movement, use of sand or other manipulatives)</td>
<td></td>
</tr>
<tr>
<td>□ Uses words in oral language that students know, or teacher incidentally defines in order to enhance meaning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHONICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Targets appropriate word-recognition skills for grade and skill level</td>
</tr>
<tr>
<td>□ Follows explicit, systematic lesson plan</td>
</tr>
<tr>
<td>□ Includes multisensory blending and reading activities (e.g., hand motions, sand, objects to move during blending)</td>
</tr>
<tr>
<td>□ Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples</td>
</tr>
<tr>
<td>□ Uses routines, cards, strategies or signals throughout lesson to help students distinguish, name, remember and write sounds and letters</td>
</tr>
<tr>
<td>□ <strong>Fluency</strong> is embedded throughout instruction</td>
</tr>
</tbody>
</table>

| Strong Evidence |
| Observed |
| Needs Attention |
| Not Observed |
# Appendix P: Learning Walk Outcomes Report

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

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Members</td>
<td>Date completed</td>
</tr>
</tbody>
</table>

**AREA:**

Commendations:

- 

Recommendations:

- 

**AREA:**

Commendations

- 

Recommendation

- 

<table>
<thead>
<tr>
<th>Next Steps</th>
<th>Person Responsible</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
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<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

51
# Appendix Q: Monthly Report

## Monthly Literacy Coach Report

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

<table>
<thead>
<tr>
<th>School/District:</th>
<th>Principal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Coach:</td>
<td>Month/Year:</td>
</tr>
</tbody>
</table>

### Monthly Coaching Checklist

(detailed notes regarding coaching activities outlined on the second page)

- # of co-teaching opportunities
- # of modeling opportunities
- # coaching conferences (pre- or post-conferences, individual planning conferences)
- # of PLCs (planning, data, or content-building)
- # of PDs (before, during, or after school)
- # of principal debriefs

Check the box that reflects the current school schedule:

- Traditional Schedule (students are physically present in schools each day)
- Hybrid Schedule (combines online and face-to-face instruction for students)
- Virtual Schedule (instruction provided through distance learning)
- Professional Development (topics, audience, and number of participants)

Please provide any additional information about scheduling:

### Observations and Coaching

(grade-level and/or school-wide)

### Professional Development

(topics, audience, and number of participants)

### Data Analysis

(screeners, assessment results, teacher-student ratio, etc.)

*Note: This document is not an evaluative tool.*
## Appendix R: Limited Support School Literacy Coach Report

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

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

<table>
<thead>
<tr>
<th>School: Click here to enter text.</th>
<th>Principal: Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Coach: Click here to enter text.</td>
<td>Date: Click here to enter a date.</td>
</tr>
</tbody>
</table>

Check the box and/or boxes below that reflect the type of support provided during this visit. Then, provide a snapshot of that support.

- [ ] Observations and Coaching (grade-level and/or school-wide)
- [ ] Professional Development (topics, audience, and number of participants)
- [ ] Professional Learning Communities (topics, audience, and number of participants)
- [ ] Data Analysis (screeners, assessment results, teacher-student ratio, etc.)

### Snapshot

(details of coaching support provided)

- [ ] Click here to enter text.

### Other

(next steps, contributing factors)

- [ ] Click here to enter text.
## Appendix S: Coaching Log

<table>
<thead>
<tr>
<th>Task Category</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Total Hours 1-15</td>
<td>-</td>
</tr>
<tr>
<td>Total Hours 16:31</td>
<td>-</td>
</tr>
</tbody>
</table>

### 1. Professional Development

- a. Attendee
- b. Presented by Coach
- c. Developer (Research & Planning)

### 2. Coaching

- a. Observations Pre-K
- b. Modeled Lessons Pre-K
- c.1 Co-Teaching Pre-K
- a. *Observations K
- b. Modeled Lessons K
- c. Co-Teaching K
- d. Observations 1st
- a. Modeled Lessons 1st
- c. Co-Teaching 1st
- g. Observations 2nd
- h. Modeled Lessons 2nd
- l. Co-Teaching 2nd
- j. Observations 3rd
- k. Modeled Lessons 3rd
- t. Co-Teaching 3rd
- m. Preparation for Modeled and Co-Teaching Lessons
- n. Preparation for Classroom Implementation

### 3. Professional Learning Communities (PLC’s)

- a. State PLC (Analysis of data)
Appendix T: School Literacy Action Plan (SLAPs)

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

K-READINESS DATA:

<table>
<thead>
<tr>
<th>% Probable Reader</th>
<th>% Transitional Reader</th>
<th>% Late Emergent Reader</th>
<th>% Early Emergent Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>40%</td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>30%</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

PRE-TEST          POST-TEST

UNIVERSAL SCREENER KINDERGARTEN:

<table>
<thead>
<tr>
<th>% Above Benchmark</th>
<th>% On Watch</th>
<th>% Intervention</th>
<th>% Urgent Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>32%</td>
<td>29%</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>81%</td>
<td>15%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>57%</td>
<td>20%</td>
<td>10%</td>
<td>54%</td>
</tr>
</tbody>
</table>

BOY (95 tested)    MOY (92 tested)    EOY (88 tested)
### Appendix U: Comprehensive Report

#### LITERACY COACH COMPREHENSIVE REPORT

**School Year:** 2020-2021  
**Literacy Coach:** Jim Doe  
**Date Updated:** 9/5/2020

#### SCHOOL AND DISTRICT INFORMATION

<table>
<thead>
<tr>
<th>School #1: ABC Elementary</th>
<th>District: Apple School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>School #2: 123 Elementary</td>
<td>District: Pear School District</td>
</tr>
<tr>
<td>Limited Support: XYZ Elementary</td>
<td>District: Strawberry School District</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Administrative Personnel</th>
<th>School #1</th>
<th>School #2</th>
<th>Limited Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asst. Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Facilitator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Based Coach</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Teachers Per Grade</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade</td>
<td></td>
</tr>
<tr>
<td>2nd grade</td>
<td></td>
</tr>
<tr>
<td>3rd grade</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Teacher Absences Per Grade</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade</td>
<td></td>
</tr>
<tr>
<td>2nd grade</td>
<td></td>
</tr>
<tr>
<td>3rd grade</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students Per Grade</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade</td>
<td></td>
</tr>
<tr>
<td>2nd grade</td>
<td></td>
</tr>
<tr>
<td>3rd grade</td>
<td></td>
</tr>
</tbody>
</table>
Appendix V: Travel Form

[Image of the travel form]

[Table and form details]

Form 13.11
Record Statement of Travel Expenses

<table>
<thead>
<tr>
<th>Date</th>
<th>Agency</th>
<th>Mode</th>
<th>Actual</th>
<th>Actual</th>
<th>Daily</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Agency</th>
<th>Mode</th>
<th>Actual</th>
<th>Actual</th>
<th>Daily</th>
<th>Other</th>
<th>Total</th>
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</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Agency</th>
<th>Mode</th>
<th>Actual</th>
<th>Actual</th>
<th>Daily</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Travel Reimbursement Rate: 0.40
Total Change Due: $0.00

Note: (1) Except for amounts paid the lodging and other expenses in the same city as the home of the applicant, Allowance should be based on the rates of the Accommodation. (2) All activity pertaining to the travel should be shown on the record. (3) Daily Rate: Allowance is the total of Actual Miles, not included in the Mileage Daily Allowance. (4) If the trip is extended, the expense report should be filed, with supporting documentation and proof of necessity.
Appendix W: Literacy Coach Performance Review Form

<table>
<thead>
<tr>
<th>Performance Evaluation Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality and Completion of Work</strong> – Assignments completed by the coach meet quality standards in a timely manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Completes tasks in a timely manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. Completes coaching logs thoroughly and submits for review in a timely manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2. Thoroughly completes coaching documentation indicating the coaching cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3. Completes tasks as assigned within deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong> – Effectively uses written and verbal communication skills to proactively and thoroughly communicate information and knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cooperation/Teamwork</strong> – 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Collaborates with all personnel in a professional manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1. Builds and maintains a collegial relationship with teachers, administrators, and other literacy coaches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2. Displays courteous and respectful behaviors when giving and receiving feedback from teachers, administrators, literacy coaches, and supervisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Planning/Organizing</strong> – Plans and organizes work, establishes appropriate priorities, anticipates future needs, and completes assignments effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Maintains an organized system of documenting services including, but not limited to, monthly reports, comprehensive reports, coaching logs, action plans, and lesson plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1. Plans and implements and/or facilitates PLCs, PDs, and model lessons according to data and school needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2. Organizes and establishes a thorough system of both anecdotal and quantitative data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3. Schedules and maintains an accurate Outlook calendar that reflects effective coaching services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form completed by:</td>
<td>Date of Review:</td>
</tr>
<tr>
<td>Assistant State Literacy Coordinator’s Name:</td>
<td></td>
</tr>
</tbody>
</table>

#### Performance Evaluation Criteria

<table>
<thead>
<tr>
<th>Quality and Completion of Work</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments completed by the coach meet quality standards in a timely manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Completes tasks in a timely manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. Completes coaching logs thoroughly and submits for review in a timely manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2. Reviews literacy coaching logs thoroughly and provides feedback in a timely manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3. Thoroughly completes coaching documentation indicating the coaching cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4. Assigns and completes tasks within deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Collaboration with all personnel in a professional manner</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Builds and maintains a collegial relationship with teachers, administrators, and other literacy coaches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2. Displays courteous and respectful behaviors when receiving feedback from teachers, administrators, literacy coaches, and supervisors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Planning/Organizing
- Plans and organizes work, establishes appropriate priorities, anticipates future needs, and completes assignments effectively.

<table>
<thead>
<tr>
<th>Documentation of services</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Maintains an organized system of documenting services including, but not limited to, monthly reports, comprehensive reports, coaching logs, action plans, and lesson plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1. Plans and implements and/or facilitates PLCs, PDs, regional meetings, and model lessons according to data, school, and region needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2. Organizes and establishes a thorough system of both anecdotal and quantitative data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Evaluation Descriptors:
- 1: Unusual needs in moderate 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 higher practices.
- 3: Demonstrates effective practices.
- 4: Demonstrates advanced practices.
## Appendix Y: Assistant State Coordinator Performance Review Form

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form completed by:</th>
<th>Date of Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**State Literacy Director:**

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

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td><strong>Cell Phone:</strong></td>
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<tr>
<td><strong>Home Address:</strong></td>
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</tbody>
</table>

## Emergency Contact

<table>
<thead>
<tr>
<th>Primary Contact</th>
<th>Secondary Contact</th>
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</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td><strong>Name:</strong></td>
</tr>
<tr>
<td><strong>Relationship:</strong></td>
<td><strong>Relationship:</strong></td>
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<tr>
<td><strong>Phone:</strong></td>
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</tbody>
</table>

## Supervisor Contact

<table>
<thead>
<tr>
<th>Regional Literacy Coordinator</th>
<th>Assistant State Literacy Coordinator</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td><strong>Name:</strong></td>
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<tr>
<td><strong>Phone:</strong></td>
<td><strong>Phone:</strong></td>
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## Medical Information

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<tr>
<td><strong>Allergies:</strong></td>
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<tr>
<td><strong>Important Medical History:</strong></td>
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<tr>
<td><strong>Primary Hospital:</strong></td>
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</tbody>
</table>

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 ___________________________