



Introduction

Greetings, fellow educators!

I hope this October issue of [At the Forefront of Literacy](#) newsletter finds you well.

In line with the 2022 UCF Literacy Symposium theme, *Reigniting Literacy Collaborations*, this month I chose to focus on the importance of **reigniting literacy collaborations between teachers and instructional/literacy coaches!**

In the past two decades, there's been an evolution of literacy coaching and research. Literacy coaches continue to provide professional support to improve literacy instruction and students' literacy achievement (e.g., schoolwide professional development, in-class demonstrations, modeling, and feedback), for teachers in K-12 contexts.

What better time to reignite literacy collaborations between teachers and coaches than in this post-pandemic era where there's so much need to improve students' literacy skills, learning, and achievement?

I hope this newsletter supports your literacy and learning needs. I would love to hear what you think about this content or ideas you have for future topics and resources—feel free to share your feedback here: LitSymposium@ucf.edu.

We hope to see you in our upcoming Fall 2022 virtual webinars!

- For information on our October 20, 2022 virtual webinar, see our flyer on [Instructional Coaching: Maximizing Literacy Collaborations with Teachers and Administrators](#), or visit [Upcoming Events on our homepage](#).

Until next time, wishing you a healthy and productive October!

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Research Bites: A Long Story Short

This question guided my search: *In what ways does research inform us about the importance of literacy collaborations between teachers and instructional/literacy coaches?*

I selected this article titled, [Teachers' Questions About Coaching: Pathways to Productive Collaborations](#) (L'Allier & Brown, 2021). This article is based on lessons learned from research on literacy coaching. It focuses on ways to create effective collaboration pathways

by increasing the shared understanding between teachers and literacy coaches. The authors address five questions teachers often ask about literacy coaching and offer research-based practices teachers and literacy coaches can adopt to improve instruction and student learning.

Here are three research bites from this study:

1. Teachers and literacy coaches can collaborate on exploring research-supported and relevant instructional practices, selecting, and using appropriate curricular materials, and using data to drive instruction.
2. Equal partnership that is based on clear, honest communication and on a trusting relationship is the baseline for developing realistic, supportive interactions and dismantling misconceptions between teachers and coaches.
3. To multiply the impact of coaching, teachers and coaches can share and make public their new instructional understandings and successful practices and invite further productive collaboration.

Research to Practice Takeaways

The following five takeaways can help you as a teacher or an instructional/literacy coach to *reignite* your literacy collaborations.

1. Literacy coaches need to work with the school principal on the school's coaching program. The school principal needs to clearly communicate to teachers the ways the literacy coach will collaborate with teachers throughout the year.
2. To maximize the impact of teacher-literacy coach collaborations on student learning, both parties need to commit to a trusting relationship, clear communication, and relevant and realistic commitments for the collaboration.
3. Literacy coaches need to discuss the different phases of the coaching cycle with teachers.
4. Coach-teacher collaborations can occur in large-group, small-group, or individual settings. Coaches and teachers should establish commonly agreed upon clear and flexible plans—after all, the purpose of the collaborations is to strengthen instruction to meet the diverse strengths and needs of students.
5. To build teacher and school capacity, teachers and coaches can share lessons learned from their collaborations with colleagues and co-facilitate teacher professional learning.

One Question for You

Here's some food for thought...

- What is one small, attainable action you can take as a teacher or an instructional/literacy coach to *reignite* literacy collaborations that will support instruction and student learning?

Resources

These resources can inspire and facilitate your collaborative goals.

- [4 Tips for Instructional Coaches](#)
- [4 Ways to Maximize the Benefit of Having an Instructional Coach](#)
- [20 Ways to Initiate Collaboration with Your Literacy Coach](#)
- [How Instructional Coaches Can Use Co-Teaching to Support Teachers](#)
- [Praise Can Be a Powerful Tool for Instructional Coaches](#)

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