

## COACHING MODEL AND BALANCED LITERACY INSTRUCTION

### CAMPUS

LaVace Stewart  
Elementary School  
*Exemplary 2006-07*

### DISTRICT

Clear Creek ISD

### INITIAL IMPLEMENTATION

2001-02

### PROGRAM SUMMARY

The **goal** of Stewart Elementary's program is to improve student performance in reading and writing.

**Key strategies** include use of balanced literacy strategies for reading and writing, the creation of formal staff positions for school literacy coaches, and training for parents in at-home reading support.

**Outcomes** include improved performance on reading and writing TAKS.

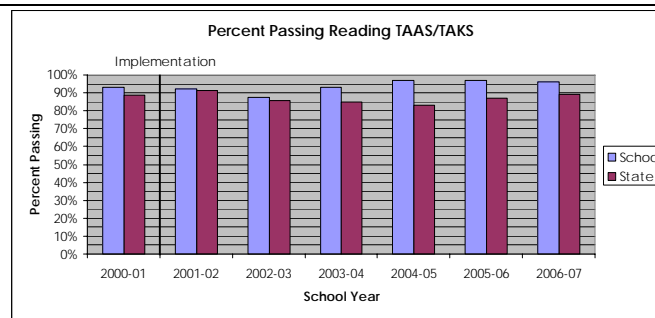
### EFFECTIVENESS

#### Before

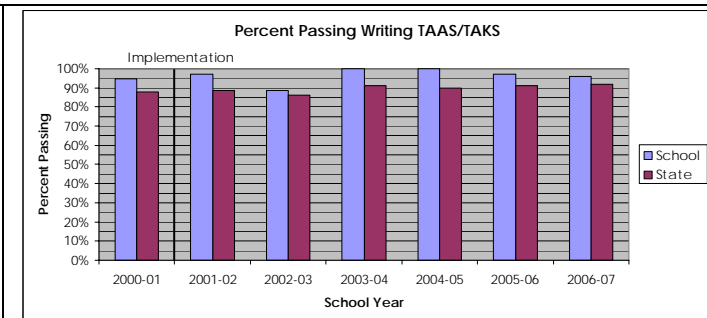
Prior to program implementation, in 2000-01, the campus passing rate on TAAS reading was 93%, compared to the state average\* of 89%. The percentage of students passing TAAS writing was 95%, compared to the state average of 88%.

#### After

After implementation and after a drop in passing rates with the introduction of TAKS, reading and writing TAKS passing rates increased overall and remained consistently high. In 2006-07, the percentage of students passing reading TAKS was 96%, compared to the state average of 89%, and the percentage of students passing writing TAKS was 96%, compared to the state average of 92%.



Source: AEIS



Source: AEIS

\* State averages for reading reflect student performance in all grades tested (3-11).

**CONTEXT/IMPLEMENTATION**

*Demographics (2006-07)*

Grade Levels Served		EE-5	Campus Enrollment		570
<b>Ethnic Distribution</b>			<b>Economically Disadvantaged</b>	301	52.8%
African American	15	2.6%	<b>Limited English Proficient (LEP)</b>	214	37.5%
Hispanic	263	46.1%	<b>At-risk</b>	279	48.9%
White	271	47.5%	<b>Mobility (2005-06)</b>	118	22.6%
Asian/Pacific Islander	19	3.3%			

Source: AEIS

*Background*

- Stewart Elementary’s coaching program was developed in response to a district pilot of a balanced literacy reading and writing framework that included five elementary schools. These schools received grants from the Academics 2000 program during the 2000-01 school year to facilitate the implementation of the balanced literacy approach.
- Participation was voluntary, but after campus administrators presented the idea to Stewart teaching staff, 80% of teachers agreed to try the new model. Teachers visited schools that were already implementing balanced literacy programs.
- Stewart Elementary was named a U.S. Blue Ribbon School in 2006-07.

*Procedures*

- The balanced literacy framework included a range of research-based reading and writing strategies. Key strategies implemented at Stewart Elementary included reading aloud, shared reading, guided reading, and independent reading. For writing, the campus used a writer’s workshop model.
- The first phase of implementation focused on grades K-2. During the 2001-02 school year, a Stewart classroom teacher participated in extensive training in the balanced literacy approach provided through an external provider to become the school’s primary literacy coach for K-2. The training involved 24 days during the school year and a two-week summer session. The literacy coach was released as a teacher but “adopted” a class every year in which she taught two hours each day.
- The literacy coach taught a campus balanced literacy course to other K-2 teachers. Seven K-2 teachers volunteered initially to participate in the coaching program. An additional seven to eight teachers from grades K-2 participated the next year. Subsequently, all newly hired teachers were required to go through the course, which consisted of after-school training twice a month, culminating in approximately 40 hours of professional development, supplemented by coaching sessions, observations, and demonstration lessons.

- Following completion of the balanced literacy course, teachers were expected to hold monthly meetings.
- The district's language arts curriculum at the K-2 level was rewritten by the district language arts coordinator, with the assistance of the literacy coach and teachers, to align with the new program.
- In 2003-04, Stewart used Title II funds to finance the next phase of implementation focused on grades 3-5. A second coach was trained, and the campus hired a consultant to help design the balanced literacy course for the grade 3-5 teachers. All Stewart teachers in grades 3-5 volunteered to participate in the first year.
- The coach worked with teachers to design additional staff development. For instance, teachers in grades 3-5 decided to participate in a group study focused on six different modules, including writer's workshop, conferencing with children, and guided reading. Teachers arranged classroom observations of colleagues and participated in focused readings.
- As part of the course and ongoing training, teachers were required to demonstrate study and mastery of tasks associated with key balanced literacy instructional skills. For example, teachers were required to discuss key strategies with other teachers, meet four times a year for coaching sessions with the literacy coach, observe two other teachers teaching a strategy, and successfully implement the strategy in their own classroom as determined by literacy coach observations. As individual teachers achieved mastery in a balanced literacy area, their names were added to a plaque displayed at the school. In addition, teachers were recognized in a special ceremony.
- Teachers also invited the principal to observe their use of program strategies. The principal then provided feedback concerning the lesson. In addition, classroom and individualized assessments, running records, and district benchmark tests were used to monitor program effectiveness.
- New classroom and literacy library resources were purchased with funding from the initial implementation grant and the campus PTA.
- The grade K-2 and 3-5 coaches also provided training to parents. Two literacy nights were held during which school staff provided specific information on ways parents could work with their children to improve reading skills. An additional series of trainings was held for parents of children who were struggling and for kindergarten parents including four 30-minute trainings held during the school day.
- Due to the success of the coaching model as a support for instructional improvement in literacy, Stewart Elementary added a part-time coach in mathematics in grades K-2. In addition, the district adopted the school's coaching model and was rewriting the district's curriculum for elementary language arts.

	<p><b>CAMPUS/DISTRICT STAFF</b></p> <table border="0"><tr><td data-bbox="510 334 1035 509"><p><b>Debra Phillips, Principal</b> LeVace Stewart Elementary Clear Creek ISD 330 FM 2094 Kemah, TX 77565 281-284-4700</p></td><td data-bbox="1035 334 1932 509"><p><b>Dr. Greg Smith, Superintendent</b> Clear Creek ISD 2425 E. Main Street League City, TX 77573 281-284-0000</p></td></tr></table>	<p><b>Debra Phillips, Principal</b> LeVace Stewart Elementary Clear Creek ISD 330 FM 2094 Kemah, TX 77565 281-284-4700</p>	<p><b>Dr. Greg Smith, Superintendent</b> Clear Creek ISD 2425 E. Main Street League City, TX 77573 281-284-0000</p>
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*The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.*

*Please take one minute to answer the feedback survey (six questions).*

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