

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Poster Session: Literacy Research Projects

Chair: Patricia Schillings, University of Liège, Belgium

Tuesday, July 24, at 10.00–11.00

Location: Seminar Building / Room S 25

LITERACY CHANGES LIVES.

New approaches in teacher education and professional development (Literacy Coaches)

Presenters:

Tara Wilson, Dr with Kara Rosenblatt, Dr. & Ann Marie Smith, University of Texas, United States.

Abstract:

A plethora of strategies exist to teachers in their continuous efforts to improve literacy outcomes for children. Some of these strategies include exploring and examining research- and evidence-based curricula and professional development that includes literacy coaches (Bean, Draper, Hall, Vandermolen, & Zigmond, 2010). In some instances, teachers can feel overwhelmed in terms of providing developmentally appropriate literacy experiences for their students.

Fortunately, teachers do not have to face this challenge alone. Ensuring that children reach their potential in literacy development is a shared responsibility with parents, administrators, and especially literacy coaches. Working together, literacy coaches and teachers strive to meet the needs of diverse children. But are all literacy coaches employees of the school or district? Would it matter if the literacy coach is a university reading professor? By conducting a qualitative study, I explored teacher perceptions of working with a university professor serving as an instructional literacy coach.

The significance of this study is to provide a way of expression for elementary teachers who perform their teaching duties with the assistance of a literacy coach. By examining teachers' perceptions of working with literacy coaches, administrators and other stakeholders can gain an improved insight of planning and providing professional development opportunities, integrating the latest literacy instructional strategies, and build a more influential educational environment. The following research questions guided this study: What are teachers' perceptions about how a literacy coach provides professional learning for teachers? and What are teachers' perceptions on having a university professor serving as a literacy coach versus someone from the school district or region? During my proposed discussion, I will go through my research study. I will emphasize the importance of my findings and how this study can impact all teachers of literacy.

References:

Bean, R. M., Draper, J. A., Hall, V., Vandermolen, J., Zigmond, N. (2010). Coaches and coaching in Reading First schools: A reality check. *Elementary School Journal*, 111(1), 87-114

Bio Note:

Dr. Tara Wilson started out her educational career as a kindergarten teacher. While as a kindergarten teacher, she earned her Masters in Curriculum & Instruction. After earning her Masters, she also came an early childhood adjunct professor. Then while working on her doctorate, she went from teaching

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kindergarten to being an elementary literacy coach. After earning her doctorate in literacy, she became an assistant reading professor. Tara Wilson is currently a reading professor at The University of Texas of the Permian Basin.