

Context for Interview:

I interviewed a middle school literacy coach in the beginning of her new position at this school site. I coordinate and implement the new literacy coach project in Unified School district where the Title 1 elementary, middle and high schools now have a literacy specialist to support teachers and students in literacy. Our literacy focus this year is on English language development for our EL population, vocabulary support, comprehension strategies, and on-going formative assessment in reading and writing.

Counter # on tape	Contents	Brief Narrative Analysis
001	Lori's teaching/educational background	Primary teacher, reading specialist, master's degree, Reading Recovery, BTSA trainer, staff developer, worked for West Ed as a literacy coach (Reading Excellence Act) focused on EL students. Not in classrooms with kids when worked for West Ed. Have done many observations in classrooms around literacy through the West Ed job.
150	New position as literacy coach in the middle school	Teachers didn't want to talk to her at first
160	Teacher's perceptions	Lori thinks that teachers were welcoming but "don't really want her in our classrooms right now." "Hit it off right away with one of the Language Arts teachers who also know a lot about ELD." "Some people are resistant." Lori was able to meet with the whole staff in the beginning of her new position to explain what her role is. She sees it being very important to build trust and form some working relationships.

180	Principal's perceptions	<p>Lori let the teachers know that she wanted to get into some classroom to get to know the culture of the school and some were very welcoming.</p> <p>Lori met with the principal before school started. He seems to be on the same page about what a literacy coach should be. Back in the summer, she was concerned that she would get stuck doing a lot of "extras" like covering duty for people and it turned out to not be like that here.</p>
230	Needs of staff	<p>How to teach English language development and kids reading below grade level. The needs of the teachers and the students match Lori's strengths.</p> <p>Want to look at data and student work together with the teachers.</p> <p>Everyone who is an EL student will be moved into a class where the teachers are using Highpoint. Principal will pay for the subs for teachers to attend the Highpoint training.</p>
270	Coaching activities	<p>Addressing the literacy survey that the teachers filled out and following-up on the areas focused on the needs survey. Lori meets with time on their prep time to talk about the need of the students in their class. Working with new teachers in BTSA.</p>
290	Support she will need in her new role	<p>Time to get together with other coaches. Talk about challenges each of us are having, brainstorming ways to get through those challenges. Problem solve with other coaches and prioritizing our focus.</p>
315	Lori's goals as a coach	<p>Build trust with the teachers.</p> <p>Help teachers to use student data to inform their instruction.</p> <p>Help teachers to understand their English learners and develop appropriate strategies.</p>

336	Support Lori needs to achieve the above goals	<p>Help teachers know how to use their Highpoint curriculum. Embed strategies for English learners in the content areas.</p> <p>Time to talk about literacy coaching and literacy instruction. "Coaching skills, definitely." "I feel I've been supported right now and am being supported right now. I know that it will take time and being persistent on my part is all a part of it."</p>
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