

1. Record Nr.	UNINA9910460365903321
Titolo	Collaborative coaching for disciplinary literacy : strategies to support teachers in grades 6-12 // Laurie Elish-Piper [and three others]
Pubbl/distr/stampa	New York, New York ; ; London, [England] : , : The Guilford Press, , 2016 ©2016
ISBN	1-4625-2441-9
Descrizione fisica	1 online resource (241 p.)
Disciplina	428.00712
Soggetti	Language arts teachers - In-service training - United States Language arts (Middle school) - United States Language arts (Secondary) - United States Language arts - Correlation with content subjects - United States Content area reading - United States Reading (Middle school) - United States Reading (Secondary) - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Half Title Page; Title Page; Copyright; About the Authors; Preface; Acknowledgments; Contents; Part I. Disciplinary Literacy in a Standards-Based Era; What Is Disciplinary Literacy?; Teaching for Disciplinary Literacy; Disciplinary Literacy in Action; Disciplinary Literacy: An Integral Aspect of Today's Standards; The Complexity of Disciplinary Literacy Instruction; Why Disciplinary Literacy Matters for Secondary Literacy Coaches; Part II. Disciplinary Literacy Coaching; What Is Literacy Coaching?; Disciplinary Literacy Coaching and Change Guidelines for Effective Disciplinary Literacy Coaching Three Layers of Coaching; Coaching Stances and Coaching Language; Making the Most of Coaching Time; Summary; Part III. Models of Disciplinary Literacy Coaching; Teacher-Initiated Model; Co-Teaching Model; Department/Team Model; Liaison Model; Selecting a Disciplinary Literacy Coaching Model; Summary; Part IV. Large-Group Coaching

Strategies to Build a Foundation for Disciplinary Literacy Instruction;
Strategy 1. Establishing a Climate for Disciplinary Literacy Coaching;
What Is It?
Evaluating the School Climate for Disciplinary Literacy
Coaching
Establishing Your Readiness for Disciplinary Literacy
Coaching; Strategy 2. Facilitating an Article Study Group; What Is It?;
How Do I Do It?; The Strategy in Action; Strategy 3. Providing
Professional Development Golden Nuggets at Faculty, Department, and
Team Meetings; What Is It?; How Do I Do It?; Strategy 4. Presenting
Powerful Professional Development; What Is It?; How Do I Do It?; Four
Final Suggestions about Implementing Powerful Professional
Development; Strategy 5. Using Technology to Connect Coaches and
Teachers
What Is It?; How Do I Do It?; The Strategy in Action; Part V. Small-Group
Coaching Strategies to Support Disciplinary Literacy Instruction;
Strategy 6. Determining Disciplinary Literacy Outcomes and Creating
Assessment Structures; What Is It?; How Do I Do It?; The Strategy in
Action; Tips for Working within Other Disciplines; Strategy 7. Selecting,
Assessing, and Scaffolding Complex Texts; What Is It?; How Do I Do It?;
The Strategy in Action; Strategy 8. Prioritizing Vocabulary for
Instruction; What Is It?; How Do I Do It?; The Strategy in Action; Strategy
9. Reviewing Common Assessments
What Is It?; How Do I Do It?; The Strategy in Action; Strategy 10.
Developing Discussion Protocols; What Is It?; How Do I Do It?; The
Strategy in Action; Strategy 11. Facilitating Teacher Inquiry into the
Disciplines; What Is It?; How Do I Do It?; The Strategy in Action; Part VI.
Individual Coaching Strategies to Support Teachers with Disciplinary
Literacy Instruction; Strategy 12. Creating Essential Questions; What Is
It?; How Do I Do It?; The Strategy in Action; Strategy 13. Developing
Questions with Objectives; What Is It?; How Do I Do It?; The Strategy in
Action
Tips for Working within Other Disciplines

Sommario/riassunto

Today's standards challenge middle and high school teachers to teach their content deeply and meaningfully. This book provides an innovative coaching model for helping science, social studies, and English language arts teachers promote the reading, writing, listening, speaking, and thinking skills needed for high-level work in each discipline. Seventeen specific strategies are presented for large-group, small-group, and individual coaching, including step-by-step instructions and implementation tips. Profiles of highly effective disciplinary literacy coaches illustrate the nuts and bolts of th
