

|                         |   |
|-------------------------|---|
| 1. Record Nr.           | UNINA9910480192403321   |
| Autore                  | Guth Nancy DeVries  |
| Titolo                  | Literacy coaching to build adolescent learning : 5 pillars of practice // Nancy DeVries Guth, Tamie Pratt-Fartro  |
| Pubbl/distr/stampa      | Thousand Oaks, California : , : Corwin, a SAGE Company, , [2010] ©2010  |
| ISBN                    | 1-4522-7354-5<br>1-4129-7226-4<br>1-4522-1138-8   |
| Descrizione fisica      | 1 online resource (137 p.)  |
| Disciplina              | 428.0071  |
| Soggetti                | Language arts teachers - In-service training - United States<br>Language arts (Secondary) - United States<br>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; Contents; List of Figures and Tables; Preface; Acknowledgments; About the Authors; Part I - Learning From the Past: Vision for the Future; Chapter 1 - Historical Foundation: Literacy Coaches and Adolescent Literacy; Chapter 2 - Essential Knowledge for the Adolescent Literacy Coach: Design a Solid Building; Part II - Getting Started: Building on the Foundation; Chapter 3 - Read the Blueprints: Understand the Job; Chapter 4 - Plan the Design: Engage in Data-Driven Instructional Conversations; Chapter 5 - Provide Literacy Support; Chapter 6 - Revisit the Design: Feedback and Follow-Up Part III - Interior Decorating: Supporting the Pillars With Time Management and Professional LearningChapter 7 - Maintain the Design Through Time Management; Chapter 8 - Strengthen the Pillars of Classroom Practice; References; Index |
| Sommario/riassunto      | <b>Helping coaches to define their roles, this resource provides practical tools and guidance about decision-making, design needs, professional development for teachers, collaborative relationships, and helping teachers use data.</b>   |

