



PATRICIA L. SCHARER is a Professor in the College of Education and Human Ecology at The Ohio State University. Her research interests include early literacy development, phonics and word study, and the role of children's literature to foster both literary development and literacy achievement. Her research has been published in *Reading Research Quarterly*, *Research in the Teaching of English*, *Educational Leadership*, *Language Arts*, *The Reading Teacher*, *Reading Research and Instruction* and the yearbooks of the National Reading Conference and the College Reading Association. Professor Scharer is co-editor of *Extending Our Reach: Teaching for Comprehension in Reading, Grades K-2* and co-author of *Rethinking Phonics: Making the Best Teaching Decisions*.



EMILY RODGERS is an Associate Professor in the College of Education and Human Ecology at The Ohio State University. She has worked in schools as a reading specialist and special education teacher and now teaches graduate courses in early literacy and reading development at OSU. Her research focuses on the professional development of teachers and scaffolding literacy learning particularly for young children having great difficulty learning to read and write. She is co-author of *The Effective Literacy Coach*.



ADRIAN RODGERS taught Language Arts and Drama for eight years and is now a faculty member at The Ohio State University. His areas of interest include literacy and professional development. He is co-author of *The Effective Literacy Coach*.



GAY SU PINNELL is Professor Emeritus at The Ohio State University. She has extensive experience in classroom teaching and field-based research, and has developed and implemented comprehensive approaches to literacy education. With Irene Fountas, she is co-author of many professional texts such as *Guided Reading: Good First Teaching for All Children* (1996), *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3* (1999), *Word Matters: Teaching Phonics and Spelling in the Reading/Writing classroom* (1998), *Interactive Writing: How Language & Literacy come Together, K-2* (2000); and *Guiding Readers & Writers, Grades 3-6* (2000), and *Teaching for Comprehending and Fluency, Grades K-8: Thinking, Talking, and Writing about Reading* (2006).

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Academy for Literacy Coaches K-6: An On-site, On-line Learning Experience



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The Ohio State University
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The Ohio State University's Academy for Literacy Coaches K-6 will engage participants in the observation and analysis of teaching across instructional contexts such as guided reading, interactive read aloud, literature discussion, writing workshop, and phonics/word study.



- Through **8 days of instruction**, literacy coaches and coordinators who are developing comprehensive literacy programs in schools will learn about specific ways to work with teachers to help them become more effective in their classroom practice.
- Emphasis will be on a continuum of learning progress that indicates how elementary students develop systems of strategic actions for reading and develop all aspects of the writing process.
- Instruction will include analysis of video teaching examples designed to promote inquiry among literacy leaders.

Topics will include:

- Role of the Literacy Coach
- Systematic Observation of Teaching
- Analysis of Videotaped Cases of Teaching in Reading, Writing & Word Study
- Effective Coach-Teacher Interactions
- Helping Teachers use Student Data
- Working with Adults as Learners
- Using Coaching Tools to Document Teacher Change

Comments from attendees—

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“...one of the best in my 30-year career in education!”

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The Academy for Literacy Coaches meets at OSU:

Apr. 21-23, 2010, July 22-23, 2010, & Nov. 3-5, 2010

or

Oct. 5-7, 2010, Nov. 18-19, 2010, & Dec. 8-10, 2010

9:00 a.m.-4:00 p.m.

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For more information please contact:

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