



APPLICATION

NESA International Literacy Coaching Cohort

DEADLINE: May 25, 2018

Literacy Coaching involves multiple roles. We would like the Literacy Coaching Cohort to consist of teachers with the strongest qualifications. We realize that most of you will not be full time coaches next year or perhaps even the year after, but the skills of coaching are ones that you can hopefully apply in your roles as teacher leaders. We hope that further down the road, many of you will be able to find jobs as full time literacy coaches.

- 1) **PERSONAL LETTER:** Write a persuasive letter to Monica Medina describing why you would like to be part of the two-year Literacy Coaches Training program. Why would you like to be a coach? You may want to address the five major roles of a literacy coach:
 - a. Literacy Content Knowledge: What professional books have you read recently? What books do you plan to read over the summer? Do you have a master's degree or reading specialist certificate? What workshops or courses have you had in literacy? How have you been involved in curriculum work? What is your knowledge of continuums, assessment and Lucy Calkins reading and writing workshop? The DRA or Fountas and Pinell? Have you been part of professional book studies or led book study groups? Who are your professional mentors?
 - b. Teaching Skills: Part of the role of a coach is to do demonstration teaching. Are you a good teacher? Do you have credibility with your peers? What grade levels have you taught? Have you taught lessons in front of your colleagues? Would you be comfortable being observed by other teachers? What knowledge do you have about struggling readers or ESL students? What are the "edges of your learning?"

- c. Fostering a Learning Community: A big part of coaching is building relationships and trust. Talk about your “people skills” and leadership ability. How are you viewed by your colleagues? Have you worked in a leadership capacity in your school? Have you facilitated discussions?
- d. Teaching Adult Learners, Presentation Skills and Coaching: What have you read or learned about coaching? Have you presented workshops at your school or at conferences? What experience do you have providing feedback to other teachers?
- e. Working in Partnership with Principals: Coaches do not have an evaluative role; however, they do work together in partnership with principals, and communication is the key to working successfully together. How would you envision working with a principal in your role as a coach?

2) LETTER FROM ADMINISTRATOR: Include a letter of recommendation from an administrator describing why he or she feels that you would make a good literacy coach. Ask your administrator to include information about your teaching, your knowledge of literacy, and your leadership skills. Also ask her/him to indicate that you will be given the release time to attend the required institutes/conferences. Also, be sure your Administrator knows that we expect he/she will attend the 2-day Administrator session in January, 2020. Their initial commitment to attend this session is critical in supporting your efforts as a literacy leader/coach in the future.

3) LETTER FROM A COLLEAGUE: Include a letter of recommendation from a colleague describing why he or she feels that you would make a good literacy coach. Ask your colleague to include information about your teaching, your knowledge of literacy, and your leadership skills.

4) SUPPLEMENTAL MATERIALS: Include a photograph and resume with email references.

Please email your three letters and supplemental materials by May 25, 2018 to medinaolds@gmail.com

Monica Medina will review applications and final candidates will be decided based on representation from a range of schools in the region, experience, knowledge of literacy, leadership skills, and recommendations. This cohort will be limited to 25 and participants will be announced by **June 10th** via email.

