

Volume 1 Number 1



PARTNERSHIP *pages*

Maine Partnerships in Comprehensive
Literacy

*What footprints will you leave as
you craft your coaching journey
with students, teachers, and
principals?*

Dawn E. Jandreau

Winter 2016



PARTNERSHIP

pages

MPCL Director

Marcia Nye Boody

MPCL University Coach

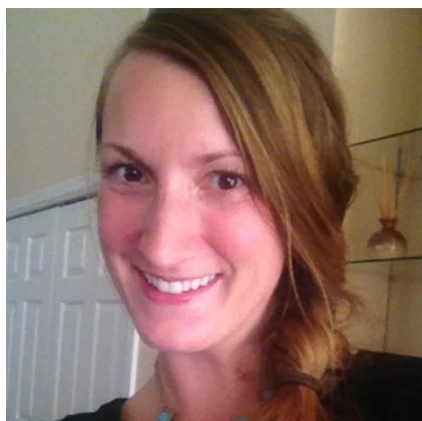
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Amber Damon

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Welcome to Our New Administrative Specialist: Amber Damon

Marcia Nye Boody

So many roles comprise the job of an administrative specialist, and coordinating them with creativity and grace is a daily necessity! With that said, it is my privilege to introduce you to Amber R. Damon, Administrative Specialist for Reading Recovery and Maine Partnerships in Comprehensive Literacy. Amber is a 2009 graduate of College of the Sequoias in Visalia, California with an Associate of Science degree in Business Management. She has honed her administrative skills working as a paralegal in San Jose, California and Columbia, South Carolina.

Amber has earned certificates and licenses from the Paralegal Institute, California Real Estate Agents, and the National Notary Association (California). Further demonstrating her ambitious character, Amber was awarded the title of “Softball Rookie of the Year” at Daniel Webster College in 2004.

Amber has transitioned into her new role at the University of Maine in a seamless manner. We are thrilled to welcome Amber as a special member of the University Training Center team!

Maine Partnerships in Comprehensive Literacy (MPCL): A Strong National Presence

National Conventions, Presenters, and Topics

Li Gowell

MPCL was well represented at three major literacy conferences this fall. From Iowa to Arkansas to Rhode Island, Partnership coaches shared their expertise and latest thinking with a national audience. Their presentations covered a broad range of topics - from coaching conversations to building learning environments that promote self-regulation and collaborative values among administrators, teachers, and students.

Attending and presenting at these conferences exposes our Partnership to an international network of literacy colleagues that link us tightly to emerging research while allowing us to share our own shifts in thinking and practice.

Our MPCL colleagues presented side by side with some of the most well respected educational researchers in our country: Dr. Richard Allington, Diane Sweeney, Dr. Douglas Fisher, Lester Laminack, Dr. Gay Pinnell, Dr. Irene Fountas, and many others, including our good friends Dr. Linda Dorn and Dr. Mary Lose.

October 20-21, 2015

Richard O. Jacobson Center for Comprehensive Literacy Academy, University of Northern Iowa, Cedar Falls, Iowa

Crafting Coaching Conversations That Impact Students, Teachers, and Coaches throughout the Writing Workshop (Parts I & II)

Marcia Nye Boody, MPCL University Literacy Coach Trainer
Dawn Jandreau, MPCL University Coach

Marcia and Dawn provided two consecutive sessions. They focused on the dialogical architecture and language structures of multiple levels of conversation and their impact on student writing performance.

October 25-27, 2015

Arkansas K-8 Comprehensive Literacy Conference & Reading Recovery Institute, University of Arkansas - Little Rock

Coaching Conversations: Enhancing Educator Expertise and Student Achievement

Marcia Nye Body, MPCL University Literacy Coach Trainer
Dawn Jandreau, MPCL University Coach

Marcia and Dawn spotlighted the work of MPCL coaches and teachers in their presentation. Participants viewed and analyzed coaching prompts to determine the level of scaffolding they provided for teachers along a scale of support for reflective practice before, during, and following instruction.

November 15-17, 2015

Northeast Literacy Conference and Reading Recovery Institute: Literacy for All Conference, Providence, RI, Lesley University

Layered Coaching: Fostering Reflection that Enhances Learning Grades K-8

Kelly Burns, District Literacy Coach, RSU 19
Sheila Cochran, Literacy Coach, RSU19

Within Partnerships in Comprehensive Literacy (PCL) models, all learners, from the student to the administrator, engage in continuous reflection and refinement of their practice. In this session, participants viewed video clips of coaching, teaching, and learning. They also participated in small group activities and engaged in reflective conversations that deepened their understanding of the impact of layered coaching on learning.

Layered Literacy Coaching: Levels of Scaffold for All Educators (Grades PreK-8)

Marcia Nye Boody, MPCL University Literacy Coach Trainer
Kelly Burns, District Literacy Coach, RSU 19

Marcia and Kelly provided participants with an opportunity to examine a new design: layered literacy coaching. Those attending had an opportunity to listen to and talk with Kelly about school-based literacy coaches and teachers. Video clips allowed for examination of the levels of

scaffold that support literacy coaching, teaching, and learning.

Initiating Climate Change: Creating a Literate and Considerate Learning Environment (Grades 3–6)

Jennifer Chafin, Literacy Coach,
Oxford Hills School District, SAD17

If you have had the pleasure of being in Jenn's learning space, you will understand why she refers to the classroom environment as "a silent, yet significant teacher when it comes to student achievement." Her session offered numerous examples of how to strengthen literacy instruction through deliberately designed learning spaces. In addition, Jenn involved participants in an examination of instructional language and its impact on learning environments. Attendees left with new thinking and creative ways to increase a positive shift in classroom climate by refining environment and increasing student self-regulation and performance.

Coaching Conversations: Enhancing Educator Expertise and Student Achievement (Grades PreK–8)

Marcia Nye Boody, MPCL University
Literacy Coach Trainer

Dawn Jandreau, MPCL University
Literacy Coach

As we are well aware, coaching conversations are an essential element of enhancing educator expertise! In this "in-depth" session, Marcia and Dawn involved participants in the observation and analysis of video clips of literacy

conversations between coaches, teachers, and a PreK-8 principal. Other points of interest in this session were conversations about high standards for teaching and learning, building relationships with colleagues, and using strong academic language for fostering ongoing reflection.

*Our MPCL
colleagues
presented side
by side with
some of the
country's most
well respected
educational
researchers.*

Extending Educator Expertise and Student Achievement Through Coaching Conversations

*University of Northern Iowa, Cedar Falls, Iowa,
Richard O. Jacobson Center for Comprehensive
Literacy Academy, October 19, 2015*

Marcia Nye Boody

Dawn and I were invited to provide a full day of professional development to the Partnerships in Comprehensive Literacy coaches and administrators at the University of Northern Iowa. Our topics included:

- Elevating Educator Expertise
- What Kind of Coach and Administrator Are You Becoming?
- Constructing Professional Conversations: What Do They Look Like, Sound Like, and Feel Like?

Seventy-six literacy coaches and administrators participated in the professional development day.

Literacy Academy Keynote Speakers

The Richard O. Jacobson Center for Comprehensive Literacy Academy opened with a warm welcome from Dr. Salli Forbes, Director of the Center, Reading Recovery trainer, and Partnerships

in Comprehensive Literacy trainer. Three keynote speakers each offered a wealth of knowledge in particular areas of literacy. They each addressed areas related to precise, intentional and powerful teaching.

Dr. Douglas Fisher addressed competency for rigorous reading.

Dr. Linda Dorn focused on the importance of intentional teaching in developing students who are independent learners.

Dr. Salli Forbes addressed the importance of collaborative learning communities to develop all teachers' expertise and to hold each other to high standards.

In addition, the Center celebrated the 25th anniversary of the first Reading Recovery teacher preparation and its impact on the Reading Recovery intervention throughout the state.

Session Strands

Classroom Literacy: The classroom literacy strand sessions focused on the Partnerships in Comprehensive Literacy framework. This framework allows for differentiated instruction within the workshop model which meets the needs of a diverse group of learners. This strand also focused on the classroom teachers' role as they collaborated with the Comprehensive Intervention Model and Reading Recovery interventionists in order to support children within the Response to Intervention framework in their schools.

Literacy Coaching: The literacy coaching strand focused on the role of the literacy coach, as defined in the Partnerships in Comprehensive Literacy model. Presentations focused on various aspects of the coach's role, professional learning opportunities, leadership in the literacy program, and processes that support both development and implementation of a school-wide literacy program. This strand also focused on the role of the coach as a coordinator and collaborator in a systems design.

Dawn and I provided two consecutive breakout sessions in the literacy coaching strand focused on intentional coaching: "Crafting Coaching Conversations That Impact Students, Teachers and Coaches throughout the Writing Workshop (Parts I & II)." Our discussion addressed the dialogical architecture and language structures of multiple levels of conversation and their impact on student writing performance.

Dr. Linda Dorn focused on the importance of intentional teaching in developing students who are independent learners.

Leadership in Literacy: Sessions in the leadership in literacy strand were targeted to school and district administrators, school board members, curriculum directors, PCL coaches, and Reading Recovery Teacher Leaders.

Reading Recovery: Sessions in the Reading Recovery strand provided opportunities for an in-depth study of

issues related to Reading Recovery teaching. These included literacy processing in reading and/or writing, supporting oral language learning, strategic processing, teacher decision making, early learning, and ways in which Reading Recovery professionals can improve communication and collaboration with classroom teachers and other school and district personnel.



Left to right: Deb Rich, Partnerships in Comprehensive Literacy (PCL) Trainer at the University of Northern Iowa; Dawn Jandreau, University Literacy Coach at the University of Maine; Salli Forbes, Reading Recovery and PCL Trainer at the University of Northern Iowa; Karen Scott, district PCL Coach in the Springfield, MO School System; Marcia Nye Boody, PCL Trainer at the University of Maine.

Comprehensive Literacy Conference & Reading Recovery Institute

*University of Arkansas - Little Rock, PCL Center
for Literacy, October 25-27, 2015*

Dawn E. Jandreau

Institute Keynote Speakers

Dr. Richard Allington provided a keynote address as part of a pre-conference session in Arkansas. He shared his research regarding summer reading loss. He invited the audience to examine strategies for closing the reading achievement gap between underprivileged and privileged children.

Lester Laminack challenged his Arkansas audience by inviting them to consider these questions related to reading instruction: "Are we raising tourists, adventurers, or residents? Are we truly growing lifelong readers? And if so, what strategies are we employing to germinate, cultivate, and nurture this long-term goal?" With the picture book *Sheila Rae the Brave* by Kevin Henkes as his mentor text, Laminack demonstrated strategies for teaching character analysis via the read-aloud. Echoes of his text, *Unwrapping the Read Aloud: Making Every Read Aloud Intentional and Instructional*, resonated throughout his presentation.

Hear Lester read *Roller Coaster* at (www.scholastic.com/teachers/asset/teacher-talk-lester-laminack-using-read-alouds-effectively-classroom).

Dr. Linda Dorn shared her latest thinking in her keynote address, “The Art of Intentional Teaching.” When teaching with intentionality, Dr. Dorn urges teachers to consider three questions:

- At the end of the instructional period, what skills or concepts will students be able to use which they were not able to use before?
- What strategies will they be able to understand and apply that they were not able to before?
- In what situations will students be able to transfer the new skill, concepts, and strategies?

Dr. Dorn also shared information on the relationship between optimal change that is contingent upon a growth mindset and scaffolding theory – more to come on this topic!

Breakout sessions were divided into four strands: Classroom, Reading Recovery, Leadership/Coaching, and Special Topics. Marcia and I attended sessions that featured the dual roles of leadership and coaching as integral components of systemic change:

- **Julie Eckberg**, What is the Destination and How Does a School Get There?
- **Emily Reddy & Lisa Lawrenz**, Intentional Coaching for Intentional Instruction
- **Pam Yoder & Michelle Amend**, From Silos to a System

Marcia and I presented a session to coaches and administrators spotlighting MPCL Coaches and teachers.



Spotlight on MPCL Coaches

The feedback Marcia and I received during and following our presentation in Arkansas validated what we already knew – MPCL coaches are accomplished educators who understand and apply the key tenets of collaborative practice: relationship-building, communication skills, a focus on students and student-data, and the implementation of differentiated instruction through the workshop model.

Dawn E. Jandreau

Helping Families Help Us Promote a Literacy Environment

*Dr. Susan Bennett-Armistead, University of
Maine, Wells Conference Center, October 2, 2015*

Li Gowell



Dr. Susan Bennett-Armistead explored the benefits of family involvement in children's literacy learning with coaches and colleagues. Susan addressed some of the challenges that we face as we invite families to share in children's literacy development.

Susan involved MPCL partners and other attendees in an informative and lively discussion that highlighted a variety of family involvement



Left to right: Leslie Ranta-Watt, Coach at Greenville Consolidated Schools; Carolyn Clark, Coach at SeDoMoCha Elementary School (Dover); Julie Kimball, Principal and Coach at Sedomocha (Dover); and Laurie Harvey Sheppard, Reading Recovery teacher at SeDoMoCha.

designs used in our Partnership schools. In addition, she shared other designs that could be used as we involve families in the education of their children.

Dr. Bennett-Armistead's final gift was a cogent proposal in the form of a framework for developing an effective action plan. Participants could use this

framework in their schools as they collaborate with teams to develop a strategy and context for parent involvement.

If you missed this continuing professional development session or would like additional information about this session, contact your coach.

Auburn coaches left to right: Cathy Lavway, Beth Bryant, and Zoanne Paradis



The Power of Literature in the Lives of Children and Adolescent Readers and Writers

Jane Wellman-Little, University of Maine, Wells Conference Center, October 29, 2015

Li Gowell



Jane invited her audience to consider the power of visual literacy in picture book illustrations and photographs. She explored this within the context of fiction and non-fiction texts.

Jane guided participants through an examination of picture books and read-alouds by focusing their attention on visual images as they explored the complex meanings conveyed. “We need to think with our eyes,” she encouraged her audience. Later, Jane introduced two photographic images and demonstrated, through audience participation, the power of photographs to catalyze and deepen the meaning making process. These two powerful activities allowed participants to experience the cogency of visual literacy.

As Jane promised, MPCL colleagues and guests walked away understanding how “attending to both verbal and visual literacy increases comprehension and engagement,” and how integrating visual literacy into existing curriculum can influence the lives of children and adolescent readers and writers.

Diane Sweeney: Student-Centered Coaching

Hosted by Kelly Burns, District Literacy Coach & Kern Kelly, Technology Director, RSU 19

Li Gowell



Diane Sweeney joined MPCL coaches via Google Hangouts on December 8th at Nokomis Regional High School in Newport. Our theme and main focus for the current coaching year has been “Student-Centered Coaching.” Our work with Diane Sweeney focused on: What is student centered coaching? How do you structure and initiate a

“coaching cycle?” How do you use and navigate the “Results-Based Coaching Tool?”

Sweeney began by explaining the “genesis of student centered coaching.” She described an uncomfortable time in her early coaching career that caused her to reflect deeply on her purpose, her philosophy, and her vision of coaching. As she leaned into this, she began to consider how her work affected relationships with

teachers, the quality and depth of shifts in their practice, and how all of this impacted student learning. She examined her new thinking through trial, analysis, and reflection. As she did so, the standards and conventions of her former coaching beliefs began to shift. It was time to cast off the notion that “having a cozy reading corner makes everything okay.” It was time to start asking questions such as “How about the kids? How are they doing?” It was time to put students at the center of her coaching. This shift in perspective reshaped the structure and focus of Sweeney’s work. She began to cultivate an outcome-based perspective, a design and filter she has used to guide her work ever since. And thus... her “book was born!”

Sweeney used this story as a lens to begin exploring the role of the coach with her audience. She guided participants through a powerful session of deep reflection using carefully crafted prompts to focus coaches and administrators on surfacing and defining their own beliefs about the purpose and role of coaching in their workplace. As she closed this exercise, she counseled, “If we don’t have this clear in our own heads, our work becomes about

catching people up to what we know; to what we think it (teaching and learning) should look like.”

It was time to put students at the center of her coaching.

Later Sweeney addressed an essential question constructed and posed by Marcia and a team of coaches: How can we balance our role as interventionists and coaches? Using a reflective prompt, Sweeney focused us inwardly and then on each other as we collectively shared our thoughts and experiences while sorting out the bits and pieces of this knotty and often frustrating issue.

As the morning deepened, Sweeney supported the cohort through a detailed and compelling unpacking of the design and power of a Coaching Cycle and the Results-Based Coaching Tool.

At the conclusion of the session, coaches and colleagues alike were inspired and prepared to return to their districts and buildings to implement or refine student centered coaching practices.

Don’t miss this YouTube Session with Diane Sweeney!

Diane Sweeney shares two core practices that assure coaching remains focused on student work and evidence of student performance at the center of coaching conversations. She also talks about the power of coaching cycles and the use of the Results-Based Coaching Tool to guide and document growth/progress over time.

An Introduction to Student-Centered Coaching:

(<https://www.youtube.com/watch?v=VxIU3uVH78Q>)

Li Gowell

MPCCL: Regional Continuing Professional Development

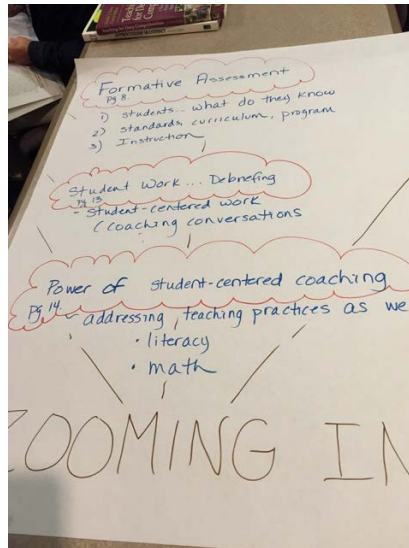
*Northern and Central Maine, University of
Maine, October 7, 2015*

Robert Pottle

“What kind of coach are you becoming?” was the guiding question posed to northern and central Maine coaches on October 7th. When words are chosen as carefully as this, it only takes a handful of words to set a powerful tone for the day. Coaching is a multi-faceted job that must be responsive to numerous fluid contexts. Coaching is a growth mindset oriented journey rather than a destination. Coaching requires deep, honest reflection. All of this is easily inferred from this guiding question.

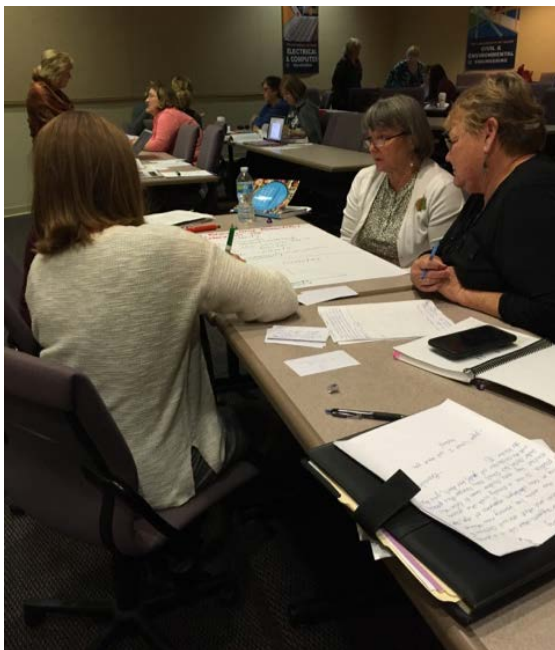
Our first task of the day involved a protocol to help us unpack the first section of Diane Sweeney’s book, *Student Centered Coaching*. This protocol was conducted in small groups. It began by each member of the group reflecting upon the reading and recorded wonderings and questions. Then, as small groups, we discussed these questions using the text and prior knowledge to arrive at possible answers or even more questions.

After this, an anchor chart was created by each group and posted. This was used to guide group presentations which reflected key learnings. This protocol was one that could easily be adapted by coaches in a staff development setting or in the context of a classroom. As is often the case with our continuing professional development, there were multiple metacognitive levels which called our attention.



our writing instruction. The foundation of this document is the scoring guide which is used to guide the teachers' instruction and it allows for the students to set goals and track their progress. Since sharing this document, it has continued to evolve as a powerful instructional tool. Its ability to be used as a student goal setting tool has been enhanced in a manner that encourages self-directed learning.

Finally, I got to the planned part of my presentation - some of the professional development that is freely available for *Mapping the Reading Workshop* (<http://www.robertpottle.com/reading-workshop/professional-development.php>). I also shared a prompt based framework for analyzing the video *Austin's Butterfly* (<http://www.robertpottle.com/5ive5/austins-butterfly>). Finally, I demonstrated some techniques to allow YouTube videos to be more effectively utilized in professional development and coaching scenarios.



I was honored to follow our book discussion. I had already over-booked my time with items to share, but an earlier discussion about Lucy Calkins' *Units of Study* scoring guide in writing compelled me to add one more thing - an electronic document that RSU 87 is using to guide

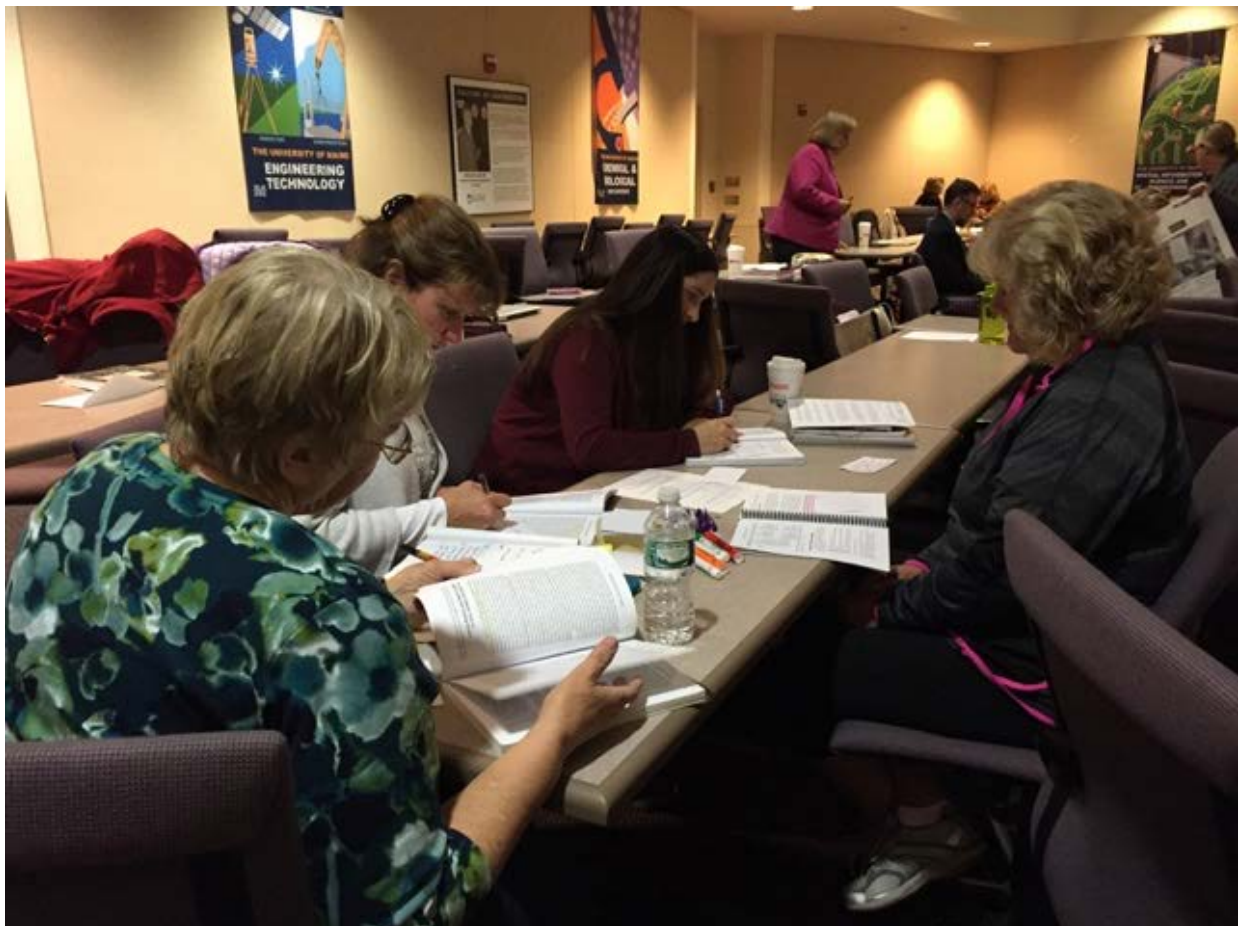
*...there were
multiple
metacognitive
levels which called
our attention.*

Lisa Roy, literacy coach at Benton Elementary School, continued our exploration of the reading workshop. She provided an example of a book talk for us to consider. This interesting design allowed for a feed-back and feed-forward system, which is a hallmark of effective and efficient learning contexts.

Coaching is a multifaceted job that must be responsive to numerous fluid contexts.

We ended our day with information about the business structure of MPCL coursework and a reflective notebook

entry. After a powerful day, our responses to the guiding question could be answered with increased detail.



MPCCL: Regional Continuing Professional Development

*Coastal, Southern, and Western Maine,
Lisbon Community School, November 9, 2015*

Marcia Nye Boody



Coastal, Southern, and Western Maine coaches met at Lisbon Community School in Lisbon for a continuing professional development workshop on Monday, November 9th. Our hosts, Amy St. Pierre and Catherine Palmlund, work as literacy coaches-in-training at the school and are members of the PCL 650 cohort. Principal Robert Kahler, and assistant principal Cory Munsey, also

participated in the workshop.

Dawn Jandreau, University Coach, welcomed the cohort, introduced guests, and reviewed norms. Catherine Palmlund launched a writing

workshop via a nonfiction unit of study in primary classrooms as coaches observed. Jill Bartash, District Level Coach in RSU

“...a layered literacy coaching design afforded high levels of learning for all coaches involved.”

10, provided coaching support to Catherine before and after the teaching. In addition, Li Gowell, University Implementation Coach, supported Jill as she reflected on her coaching conversations with Catherine. Consequently, a “layered” literacy coaching design afforded high levels of learning for all coaches involved.

Coaches also had the opportunity to delve deeper into the text: *Student-Centered Coaching: A Guide for K – 8 Coaches and Principals* (Sweeney). This work supported a Google Hangouts session with Diane Sweeney hosted by Kelly Burns, District Level Coach in RSU 19, on December 8 at Nokomis Regional High School in Newport.

Robert Pottle, literacy coach at Suzanne Smith School in Levant, provided updates on his book, *Mapping the Reading Workshop*. Along with this, Robert provided a “YouTube 101” lesson to the coaching cohort. As a result, coaches upgraded their technology skills and

offered support to their peers in the area of technology. Most coaches are supporting educators as they move toward a proficiency-based system, embedded in a “growth mind-set” stance. Thus, Robert’s closing connected the YouTube video clip, “Austin’s Butterfly,” as a final gift for coaches!

Marcia Nye Boody provided an MPCL Business Meeting with a focus on reexamining the new business model. Coaches shared celebrations and concerns reflecting the

work that is unfolding in their respective schools.



Literacy coach-in-training Catherine Palmlund providing one-on-one instruction during a writing workshop.

MPCCL: Regional Continuing Professional Development

*Middle School & High School Coaches, Bucksport
Middle School & Bucksport High School,
December 15, 2015*

Marcia Nye Boody

Middle and secondary level literacy coaches, teachers, and administrators met in RSU 25 at Bucksport Middle School in Bucksport for a continuing professional development workshop. Middle school literacy coach Deb Youcis, director of curriculum and instruction Dr. Evelyn Beaulieu, and principal Josh Tripp, graciously hosted the day. A group of students worked as Bucksport Middle School Ambassadors as participants formally toured the school.

The following guiding question supported our work: How do we create a school-wide process for initiating data-driven structures and procedures? Educators Darcy West, Grade 7 English/Language Arts and Rachel Beckwith, Grade 8 English/Language Arts provided strong teaching opportunities for participants. Participants were invited to meet at Bucksport High School to observe Matt Morrison, English/Language Arts Interventionist provide a powerful second layer of learning for Grade 9 students. In addition, Deb Youcis and

Rachel Beckwith invited participants to observe their coaching conversation as they examined teaching, learning, and student-data as a result of the instruction.

Beth Fuller, Perma-Bound representative and educator joined the workshop to share current nonfiction texts that align with secondary level

standards for adolescent readers and writers. Beth provided several “book talks” and shared an annotated bibliography for each text. Each participant received a nonfiction collection of texts for their classroom library.



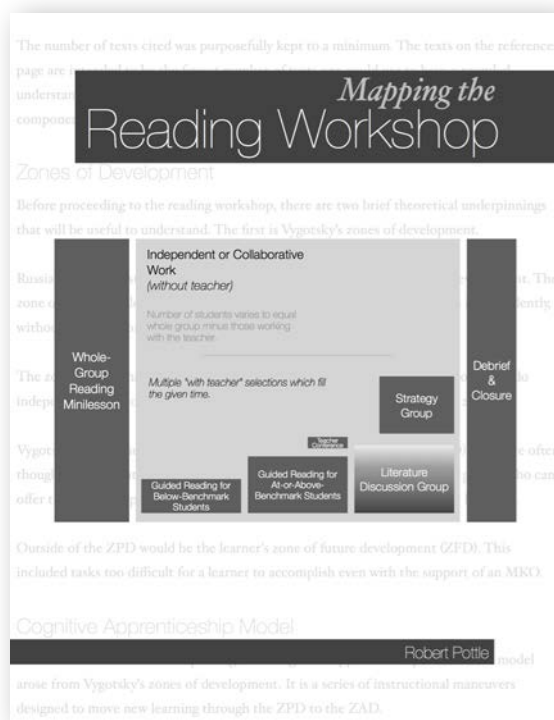
Left to right: Josh Tripp, principal; Dr. Evelyn Beaulieu, director of curriculum and Instruction; and Deb Youcis, middle school literacy coach

Mapping the Reading Workshop

by Robert Pottle

Further information about Robert's work can be found on his website, (www.robertpottle.com).

If you missed seeing Robert this fall and would like to purchase a copy of *Mapping the Reading Workshop*, you can contact him by emailing him at (learn@robertpottle.com).



Robert Pottle

Li Gowell

MPCL colleague, author, researcher and technical whiz, Robert Pottle, continues to amaze us with his talent, knowledge, and skill. Through the fall Robert supported our MPCL regional continuing professional development sessions, by sharing his newly published book, *Mapping the Reading Workshop*. His text backs into a strong body of research, which is guided by Dorn's apprenticeship model of instruction and Vygotsky's research on zones of development.

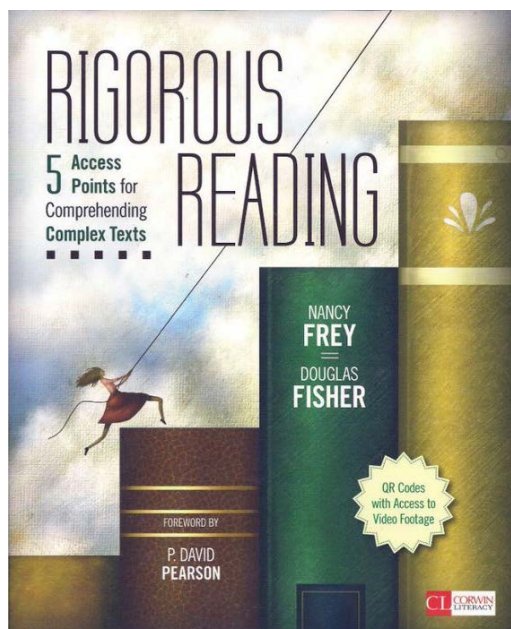
In his own words, this text is "intentionally brief," "information-rich" and "easy-to-navigate." It is packed with the essential information, advice and guidance needed to implement or refine a comprehensive reading workshop.

Robert also wowed us with his techie talents, teaching us how to trim a video from YouTube and isolate the perfect clip to share with our varied audiences. And for those overachievers... he walked the group through a process to modify a video clip by imperceptibly speeding it up or slowing it down to accommodate the refined needs of an exceeds the standard coach!

Book Review - Rigorous Reading: 5 Access Points for Comprehending Complex Texts

Nancy Frey & Douglas Fisher, 2013, Corwin Press

Marcia Nye Boody



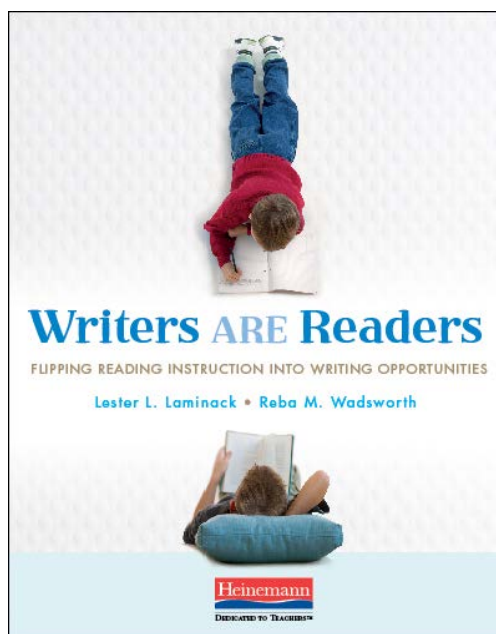
With *Rigorous Reading: 5 Access Points for Comprehending Complex Texts*, Nancy Frey and Douglas Fisher have provided literacy educators with solutions that make sense. The book is masterfully developed with an extensive reach across many grade levels defining what it means to provide intentional instruction and teaching text complexity. The five access points are discussed pragmatically with evidence of a solid research base woven throughout the book.

Book Review - Writers ARE Readers: Flipping Reading Instruction into Writing Opportunities

Lester Laminack, 2015, Heinemann

Dawn E. Jandreau

Once again, Lester Laminack and Reba Wadsworth have partnered to co-author their newest text, *Writers ARE Readers: Flipping Reading Instruction into Writing Opportunities*. In this text, Laminack and Wadsworth build upon the reciprocal relationship between writing and reading. They guide readers in the exploration of mentor texts through the lens of the reader and then the writer. Reading strategies are flipped into writing strategies that students can begin to apply immediately in their writing. This text is an excellent companion to the *Units of Study* in Writing written by educators at the Teachers' College Reading and Writing Project.



Upcoming Continuing Professional Development

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29	30	31				

April 5th, District Coaches, Continuing Professional Development, RSU 19, Newport

April 8th, Western Maine Coaches, Continuing Professional Development, SAD 17, Oxford Hills

April 14th, Northern & Central Maine Coaches, Continuing Professional Development, University of Maine

May 3th, District Coaches, Continuing Professional Development, RSU 10, Rumford

May 13th, All Coaches, Continuing Professional Development with Diane Sweeney, Nokomis Regional High School, Newport

Volume 1 Number 1



PARTNERSHIP

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IMPACT Maine
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*What kind of coach
are you becoming?*

Dawn E. Jandreau

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