

**Title of Session:** Using Stimulus Monies for Literacy Coaching

**Moderator:** Cathy Toll

**Title of File:** 20090514stimulusmoney

**Date:** May 14, 2009

Room: Investing in Teachers Group

**BJB2:** Looks like lots of new folks in Tapped In! Welcome

**CathyAT:** We will interact a bit and I will refer you to some resources in the Investing in Teachers "room" here in Tapped In.

**CathyAT:** I will be facilitating today's webinar, but you may also see some assistance from someone named BJ.

**CathyAT:** She is a helper at Tapped In.

**BJB2:** go to Actions in the top right of the chat and select DETACH

**BJB2:** you can also go to Actions and select larger text

**BJB2:** both tips will make it easier to read the scrolling text

**BJB2:** anyone have any questions about using Tapped In?

**BJB2:** any problems?

**BrendaGst7:** Well, I have not done this before. Do I go to Actions and hit Detach, also?

**BJB2:** yes, Brenda

**HollyGst14:** I'm not really sure. everything seems ok

**BJB2:** you can also go to Actions and select larger text

**BJB2** . o O ( great for those of us in the bifocal generation ;- )

**BJB2** nods to Holly

**CathyAT:** While we are waiting for others to join, perhaps some of you would like to tell us where you are from and what your position is. Just go ahead and type it into the chat box.

**HollyGst14:** IL-reading spec.

**HopeM:** SC- Lit Coach

**BJB2:** you can press the say button to input your text or you can hit the enter key on your keyboard

**BrendaGst7:** I am from VA. Lit. coach K-12 with focus on subgroups

**ShawnGst11:** IL-Lit coach and Reading Spec

**MGst16:** NC C & I and Title I Director

**OrangeGst15:** Hello! I have a room full of literacy coaches, K-5 and 6-8. We're from NC.

**BJB2:** this is wonderful, Cathy! What a great way to be using Tapped In!

**CathyAT:** Wow. Glad to have so many of you here.

**BJB2:** are you projecting the screen, Orange?

**OrangeGst15:** Yes

**BJB2** . o O ( orange is one of my favorite colors ;-)

**OrangeGst15:** mine too

**BJB2** smiles

**BJB2:** everyone was able to find this room ok?

**BrendaGst7:** yes

**CathyAT:** I am glad there is a Title I Director here.

**HollyGst14:** ok

**CathyAT:** I have specifically encouraged school principals and district administrators to participate, but of course coaches are always welcome!

**CathyAT:** Let's begin.

**CathyAT:** Some of you have already shared where you are from and what you do. If those of you who logged on in the last few minutes would like to do so, that would be great.

**MargoGst17:** Margo, DeKalb Illinois

**DonnaGst10:** VA Title I / III Coordinator

**MargoGst17:** Literacy Coordinator, PK-12

**LisaGst13:** IN - Manager of PD

**ChristiGst18:** IL-Reading Spec.

**CathyAT:** This webinar is a response to the increased spending on literacy coaching due to federal stimulus monies.

**CathyAT:** As you know, the U.S. Department of Ed. is providing monies for a limited time and is stressing that the monies be used to make a significant difference. Coaching has that potential, but only if implemented wisely.

**CathyAT:** The information here will also be useful to those of you already implementing coaching, if you want to increase its effectiveness.

**CathyAT:** Could I ask if any of you are planning to spend federal stimulus monies on coaching?

**BrendaGst7:** My district is in VA

**MargoGst17:** It's currently in one of our plans.

**MGst16:** Yes, in my NC county system

**DonnaGst10:** We are planning to add a new coach position - we currently have 2 schools with coaches

**SarahJ:** Our district is exploring this option but we have received confusing messages from our state dept. (Missouri)

**MicheleGst22:** I'm working with a district that will use those monies to pay me.

**NasiahGst9:** possibly in district 365U Illinois

**CathyAT:** Excellent,

**HollyGst14:** I don't know what our dist. is planning on using the money for.

**AnnE:** My principal is open to it but doesn't know what it would look like

**CathyAT:** You are consistent with what the Council of Chief State School Officers is predicting, which is that lots of stimulus money is going to coaching.

**CathyAT:** Also, many of you are clearly already working in coaching programs.

**MicheleGst22:** Are schools allowed to hire new coaches with that money?

**CathyAT:** SO -- let's see if we can make the money spent on coaching be spent for optimal coaching programs.

**OrangeGst15:** We've been told that if you already have coaches in place you can't use stimulus funds to pay for it; it's called supplanting.

**HollyGst14:** Is that money earmarked for literacy coaching?

**CathyAT:** Michele, yes, schools can hire coaches with stimulus funds.

**AnnE:** What else would the monies be used for besides salary of the coach?

**CathyAT:** It is not money earmarked for coaching but for four broad areas.

**MicheleGst22:** Thanks.

**SarahJ:** We currently have 4 district-paid coach positions but these roles have not been clearly defined and are in fact creating problems.

**CathyAT:** I would encourage you to go to the U.S. Department of Education website after this webinar to learn more about what the stimulus monies can be used for.

**CathyAT:** There are some excellent resources there, with the Departments new emphasis on transparency and communication, including a Power Point on what the stimulus monies can be spent for.

**CathyAT:** Meanwhile ...

**NasihGst9:** Great suggestion Dr. Toll

**MGst16:** It is only supplanting if they are an expectation in all schools. They can only serve as additional coaches (if already district ones in place) or only in Title I schools if none exist. (NC - Director of Title I)

**CathyAT:** I'd like to share with you four topics. Two are about the kinds of understandings that will optimize coaching. And two are strategies for optimizing coaching.

**HollyGst14:** question...are we going to get a typed transcript of this when it's done? I don't know if I can keep up.

**CathyAT:** By the way, I am delighted that so many of you are asking questions along the way.

**CathyAT:** Please continue to do so and, yes, you will receive a transcript.

**HollyGst14:** thanks.

**BJB2:** Tapped In members automatically get a transcript emailed to them

**CathyAT:** So, Understanding #1: Know what your program of literacy coaching is for-- that is, what will its outcome be.

**NasiahGst9:** what about guests?

**BrendaGst7:** I am only a guest. Will I get a transcript?

**BJB2:** Guests will get a script if Cathy forwards hers to you :-)

**NasiahGst9:** thank you

**ChristiGst18:** Does the position have to be specifically labeled as a "coach", or does that also apply to literacy specialists?

**BrendaGst7:** Please, thank you

**CathyAT:** I will give contact information at the end for those of you who would like to request a transcript, if you are a guest.

**NasiahGst9:** thank you

**CathyAT:** Christi, these suggestions are for anyone who is doing work that is coaching.

**CathyAT:** That could include literacy specialists or even math coaches!

**CathyAT:** So, what is the savviest outcome for coaching to aim for?

**CathyAT:** Coaching is the best route to enhanced teacher decision making.

**CathyAT:** With this approach, teachers know their students -- that is, they have a broad array of data --

**CathyAT:** and they use that knowledge along with their understanding of teaching, learning, and literacy, to make informed decisions.

**NasiahGst9:** IDM - Instructional Decision Making?

**CathyAT:** Thus, teachers no longer think, "This is what I was told to do [by the principal, teachers' manual, coach, etc.] but rather, they think, "This is what I know will enhance my students' learning."

**CathyAT:** Well-planned coaching can help teachers to shift their thinking in this way.

**CathyAT:** Unfortunately, some models of coaching do not focus on enhanced teacher decision making.

**CathyAT:** Instead, they attend to test scores as the focus.

**CathyAT:** Yes, we can artificially elevate student test scores in the short run through high-pressure emphasis on certain teacher behaviors.

**CathyAT:** But the research is clear that focusing on teacher behavior rather than thinking (i.e. decision making) leads to short-term gains rather than long-term changes. It is not a good use of stimulus monies for short-term gains.

**CathyAT:** What's more, after such short-term test score gains, there is often a plateau and even backsliding in teacher behaviors, and thus test score.

**CathyAT:** This is because an emphasis on what teachers do--rather than how they think--typically leads to temporary changes.

**CathyAT:** Worse, such emphasis on test scores leads to depression, dysfunction, and burn out among teachers because it contradicts what teachers know and believe about their work.

**CathyAT:** Teaching is constructed as engaging with students to understand them. See the work of Nel Noddings and also my article in the December 2001 Reading Teacher for more on this.

**CathyAT:** IF you do indeed want to focus on increased test scores only--and I am not recommending this--then call the person assigned to this task something other than "coach" -- perhaps monitor, implementer, or supervisor.

**CathyAT:** In summary of Understanding #1, coaching is an investment in teachers, not test scores.

**CathyAT:** Are there questions now before I move on to the second understanding?

**HollyGst14:** no questions...got it.

**BrendaGst7:** keep on

**CathyAT:** OK, the second thing to understand in order to optimize coaching success is

appropriate duties for literacy coaches.

**CathyAT:** Coaching should start with the coaching conversation, which could take a variety of formats:

**CathyAT:** 1:1 conversations, small-group conversations, conversations with grade-level teams, or, at the secondary level, teams formed around academic disciplines, study groups, or professional learning groups

**CathyAT:** Coaches then provide demonstration lessons as needed, based upon the content of the coaching conversations.

**CathyAT:** Effective literacy coaching downplays observations until relationships are established and the coaching conversation offers appropriate reasons for observation.

**CathyAT:** In middle and secondary schools, coaches work with all teachers, not just English/language arts teachers.

**CathyAT:** They emphasize that their work is enhancing learning, not asking content-area teachers to teach students to read and write.

**KathyGst27:** Would you give an example of what a conversation leading to a demonstration lesson might look like? Or a couple of at different educational levels.

**CathyAT:** If there are too many teachers in the building for the number of coaches available, then it is smart to identify a pool of teachers with whom coaches will provide priority services.

**CathyAT:** As the building leadership team, often called the School Improvement Team, to identify this pool, because they have a big-picture view of the school and are already skilled at using data.

**JeffC . o O** ( or consider using Tapped In to give multitasking online support! ;- )

**CathyAT:** Do focus on data, including the staffing patterns at the school, student achievement data, and information about the reading and writing demands of various grade levels or content areas.

**CathyAT:** For instance, in an elementary school, there may be a pattern of providing extra staffing at the primary grades through Reading Recovery, Title I, reduced class sizes, or teaching assistants, so the leadership team may recommend that the priority pool for coaching is the teachers in the middle grades.

**CathyAT:** Or, data for students in a middle school may indicate that students particularly struggle when they read science-related materials, so the coaching pool may consist of those teachers who teach science.

**CathyAT:** It is always appropriate for the pool to include teachers new to the profession, school or grade/content area.

**CathyAT:** The school principal should explain to the staff why the pool of teachers has been selected, so no one wonders why they are being coached

**CathyAT:** And the pool should never be identified as the teachers who are "bad" or have low test scores. Doing so would ensure the failure of coaching, because working with the coach would be evidence that a teacher is unsuccessful, a sure-fire way to discourage teachers from engaging with the coach.

**CathyAT:** One more idea before I pause again for your questions.

**CathyAT:** Watch for the assignment of non-coaching duties to coaches, and minimize such assignments.

**CathyAT:** Sadly, two large studies shared at the AERA conference a year ago found coaches performing coach-like duties less than 40% of the time. This is a serious problem with our investment in coaching!

**NasihGst9:** Did you address the duties of a coach?

**CathyAT:** Too often coaches are treated like substitute teachers, teaching assistants, student evaluators, or assistant principals. This is a poor decision. If your school or district needs people in such positions, then hire for them.

**CathyAT:** If you hire a coach, make sure the person is coaching -- i.e. helping teachers develop their capacity to make informed decisions.

**CathyAT:** Finally, avoid using coaches in any way that looks like supervision.

**CathyAT:** In the files section of the Investing in Teachers Group here at Tapped In, I have provided a copy of my article, "Separating Coaching from Supervising."

**CathyAT:** Also, in response to Nasiah's question, and for a review for everyone else,

**JeffC:** I've been helping my youngest son's 3rd grade class create books on <http://www.tikatok.com> ... eventually they'll create books on inventors they're studying.

**CathyAT:** the Files section also includes a nice one-page piece, "What is the Role of a Literacy Coach?"

**NasihGst9:** Thank you!

**CathyAT:** Jeff, that sounds like a great project. I think here, though, we will continue the discussion of literacy coaches, who are people who support teachers in enhancing their capacity for informed decision making.

**JeffC** nods

**CathyAT:** Now, I have provided two broad understandings for optimizing coaching effectiveness: Understand the desired outcome of coaching and understand appropriate roles/duties of coaches.

**CathyAT:** Before I provide two strategies for optimal coaching success, what questions do you have?

**BrendaGst7:** go on

**HollyGst14:** no questions right now

**NasiahGst9:** Can institutions of higher ed. participate?

**CathyAT:** Institutions of higher ed are involved in coaching in several ways:

**CathyAT:** They prepare literacy coaches, typically as part of their masters in literacy degree programs.

**CathyAT:** They provide consultation and training for literacy coaches in PK-12 areas.

**CathyAT:** And they partner with PK-12 educators to develop grants that implement coaching and provide evaluation of such coaching programs.

**CathyAT:** Regarding federal stimulus monies, there are a number of areas where such monies are targeting higher ed.

**NasiahGst9:** Thank you Dr. Toll.

**CathyAT:** Again, you may want to look at the U.S. Department of Education website after this webinar, for more information.

**CathyAT:** Any other questions right now?

**CathyAT:** Ok, the first of the two strategies is: Help everyone to understand literacy coaching.

**CathyAT:** Remind teachers that coaching is job-embedded professional development. That is exactly what teachers have asked for: professional development that is about THEIR classrooms, THEIR students, and THEIR work.

**CathyAT:** Emphasize to all that coaching is a partnership with teachers. The coach neither takes charge nor waits passively, but actively partners with teachers.

**CathyAT:** Encourage coaches to arrange coaching conversations from the get-go, rather than waiting for teachers to approach them. These conversations should be with all teachers who are in the pool of teachers to be coached, or, in smaller settings, with all teachers in the building.

**CathyAT:** The idea of "going with the goers"--that is, coaching those teachers who step forward and ask for coaching, isn't that effective.

**OrangeGst15:** Our literacy coaches developed a needs assessment to determine what teachers wanted. . . we're finding this is a good place to start when our goal is job-embedded PD.

**NasiahGst9:** Do teachers volunteer to partner with coaches?

**CathyAT:** Yes, such teachers benefit from coaching partnerships and deserve them, but there are others, teachers who would not step forward, who probably are the teachers that prompted the district to fund coaching in the first place.

**CathyAT:** When we depend on volunteers, we get the teachers who typically are always seeking new ideas and partnerships, and, again, coaches should indeed partner with them, but not to the exclusion of others.

**CathyAT:** Therefore, I encourage coaches to approach ALL teachers in their pool and begin coaching conversations.

**CathyAT:** Orange, it sounds as though the needs assessment worked well for you. Great!

**NasiahGst9:** Thank you

**OrangeGst15:** Our literacy coaches work with a host teacher for part of the school day to establish a model balanced literacy classroom.

**KathyGst27:** RE: the needs assessment idea. I think this has some merit, yet I have still found that teachers identify issues that coaches or principals might not have identified/included.

**CathyAT:** In some places, I find that such a needs assessment is not the best place to start, because teachers don't always know what they need!

**CathyAT:** Here is an example from another area of my own life:

**CathyAT:** I had a bump on my head and due to a variety of circumstances related to a prior injury, I quickly went to the doctor.

**BrendaGst7:** I have to run to a meeting. Please send me a transcript or email me where I can download it. Thanks.

**OrangeGst15:** Kathy, the needs assessment is just one way we try to establish teacher buy in.

**CathyAT:** If she had asked me what I needed, again based upon prior treatments for an injury (CT scan, MRI, etc.), I would have said I needed an MRI. Wisely, though, instead of going with what I thought I needed, she started with my point of pain -- i.e. the bump - - and investigated it.

**CathyAT:** Turns out it was an inflamed hair follicle, which is a fancy word for a pimple!

**CathyAT:** Similarly, teachers sometimes jump to conclusions, like all of us humans, about what they need:

**BrendaGst7** left the room (signed off).

**CathyAT:** "I need an extra hand in my classroom." "I need to refer this child for special ed." "I need a different textbook."

**CathyAT:** But when we start with their "points of pain" -- the struggling child, the difficulty students have in learning from the textbook, the multiple needs of a class full of students - then as partners we can investigate the problem, understand it, develop possible routes of action, try some things, look further at the data, etc.

**CathyAT:** (For more on the coaching conversation, see resources on my website: [www.tollandassociates.com](http://www.tollandassociates.com).)

**CathyAT:** So, yes, a needs assessment can give some information about broad areas of need, but when it is used wisely -- and it sounds like this is what they are doing in Orange's district -- it is one of several resources.

**CathyAT:** What we want everyone to understand about coaching is that it is capacity building.

**CathyAT:** We all continue learning and building our capacities to help students learn, and because teaching is challenging, there is always more to understand and do.

**CathyAT:** Therefore coaching is not merely for certain teachers but for ALL teachers.

**OrangeGst15:** The literacy coach's capacity grows as well.

**CathyAT:** Finally, to help everyone understand coaching, it is important for them to understand what it is not.

**BJB2** likes the concept of continuing learning

**CathyAT:** In particular, they need to understand that coaching is not supervising. Again, there is a file on the Investing in Teachers page that provides an article on this topic.

**CathyAT:** Here, let me give one example

**BJB2** wonders if people are running out of time?

**HopeM:** yes. We get out of school right now

**BJB2:** thanks, Hope

**MicheleGst22:** I'm OK on time.

**CathyAT:** If a principal sees a teacher who is not successful and would benefit from coaching, the principal works with the teacher by asking the teacher to approach the coach for help.

**CathyAT:** This is more appropriate than asking the coach to work with the teacher. It honors the confidentiality of the supervisory relationship, does not put the coach in a "triangulated" position, and encourages the teacher to be responsible for her/his learning.

**CathyAT:** Ok, before I move on to the final strategy, in our final minutes of our webinar, what questions do you have now?

**CathyAT:** The final strategy is to support literacy coaches on the job. I have several suggestions for doing this.

**CathyAT:** First, ensure that literacy coaches understand the characteristics of adult learners.

**CathyAT:** There are multiple resources available to help them. Let me just mention three of those characteristics here:

**CathyAT:** Adult learners want choice in what they learn. They want learning to attend to practical concerns -- in this case, practical matters about teaching. And they want to see the immediate usefulness of what they learn.

**CathyAT:** Second, ensure that literacy coaches understand teacher professional learning.

**CathyAT:** As I have delved into this topic in developing my model of teacher learning, several things have become clear to me.

**MicheleGst22:** My question- how we might need to tweak coaching for stimulus funds?

**CathyAT:** Coaches must attend to all aspects of teacher identity, because all three of these aspects are changed when one learns.

**CathyAT:** These three aspects are: what the teacher knows, what the teacher does, and who the teacher is (her/his beliefs, values, and perspectives.)

**CathyAT:** Coaches must recognize that big changes in people occur through trauma or safe relationship. Emphasize relationships is important.

**CathyAT:** Coaches must know that all learning is in community.

**CathyAT:** This community includes small groups, yes, but also existing communities of practice in one's school, the community that exists via professional literature and online resources, and the community that is one's profession. Coaches should help teachers draw upon this range of human resources.

**BJB2:** Cathy, excuse me for interrupting, but do you have all the emails of the guests who want transcripts?

**CathyAT:** Coaches should honor teachers' experiences. We all start with experiences as learners. However, coaches need to help teachers reconcile experiences with the professional literature, standards, and other "shoulds," which often exist in tension with experience.

**CathyAT:** With one minute remaining in our "official" time for the webinar, I would like to offer information about how to reach me.

**CathyAT:** IF you can stay online for five more minutes, we can finish the webinar and have a bit more conversation.

**NasiahGst9:** Thank you Dr. Toll. You have been most helpful.

**MicheleGst22:** OK

**CathyAT:** If you can't, please contact me for transcripts or any other information at:

**CathyAT:** [cathy@tollandassociates.com](mailto:cathy@tollandassociates.com)

**CathyAT:** or go to my website, [www.tollandassociates.com](http://www.tollandassociates.com).

**CathyAT:** If you need to go, please do. So long as I continue to see folks in the room, I'll stay put and we can continue, OK?

**OrangeGst15:** ok

**CynthiaGst23:** ok

**AnnE:** I'm still participating

**KathyGst27:** ok

**CathyAT:** I was sharing ways to support literacy coaches, the fourth strategy. There are a number of understandings that coaches can be helped with. To continue, another one is to create possibilities.

**CathyAT:** We only learn within the realm of what we believe is possible, so another way to help coaches is to provide them with opportunities to widen teachers' sense of what is possible.

**CathyAT:** This can be done via site visits done by coaches, teachers, and school leaders.

**CathyAT:** It can also be created by viewing video that captures successful teaching and learning.

**CathyAT:** (A good online resource for free videos comes from the **AnnEnberg** Foundation at [www.learner.org](http://www.learner.org).)

**CathyAT:** Coaches also need help in understanding that professional learning depends upon diversity -- the diversity of ideas.

**CathyAT:** Imagine if we were all clones of one another. This would not have been a very interesting webinar, eh?

**CathyAT:** However, coaches, like most humans, seem to shy away when diversity of ideas enters the pictures. When there are disagreements in perspective, competing data, conflicting research, people seem to get nervous.

**CathyAT:** We can help coaches to develop the skills to work with the tensions created by diverse ideas and help them to help teachers to recognize that learning in community actually depends upon such diversity. It is an asset.

**CathyAT:** Two more strategies for supporting coaches.

**CathyAT:** The next one is BIG: Make sure that coaches have the time to do their work.

**CathyAT:** Coaches repeatedly identify this as one of their biggest obstacles.

**CathyAT:** First, coaches need limited additional duties. They need to be freed up to do their work of coaching.

**CathyAT:** If student supervision is part of all teachers' duties, then coaches might be

asked to do so, too, by providing, say supervision of recess.

**CathyAT:** However, coaches should not have student supervisory duties before and after school. These are some of their most productive times for connecting with teachers.

**CathyAT:** Coaches can be provided with much greater time to do their work if school leaders can provide a few days' substitute teacher time, when teachers can be freed to meet with coaches, individually or in teams, for larger chunks of time than would otherwise be available in the school day.

**CathyAT:** Of course, this isn't always possible -- I know there are districts that struggle to find subs -- but if subs are available, bringing them in to free up teachers occasionally can be a rather inexpensive way to really optimize coaching success.

**CathyAT:** If coaches are being used to do extensive student assessments, leaders need to step in to remind everyone that assessment is best when it is used to guide instructional decision making, and therefore it is best done by classroom teachers.

**CathyAT:** Coaches can help by coaching teachers to make assessment ongoing and to make it useful for their teaching.

**CathyAT:** A good resource for this work is any of several books by Shirley Clarke. She is a British educator and in the U.S. her books are being distributed by Richard C. Owen Publishers.

**CathyAT:** The final strategy is to gauge coaching effectiveness. Due to time limitations, I will not elaborate here. Perhaps that could be the topic of another webinar.

**CathyAT:** I have posted in the Files a set of tools for coaches to use in gauging their effectiveness.

**MGst16:** Do you find it appropriate for coaches to be part of a benchmark team - not doing the assessing alone - as long as the info. is used to guide instruction?

**CathyAT:** Now, a question has been on the table for a while ... how does one tweak coaching to get stimulus monies.

**CathyAT:** I want to stress that I am not a representative of the U.S. Department of Education. However, my reading of their plans for stimulus monies is that it will be fairly easy for districts to get initial funding for things like coaching.

**CathyAT:** However, if they are to continue receiving such funding, they need to show that coaching is making a difference.

**SusanGst9:** Title 2?

**CathyAT:** This webinar has been about offering ways to ensure that coaching is indeed effective.

**CathyAT:** In the one or two years that stimulus monies will be available before demands for proven effectiveness are made, it is not realistic to think that student test scores will jump.

**CathyAT:** However, savvy schools and districts will be ensuring coaching success by ensuring that coaches partner with teachers to help teachers be informed instructional decision makers.

**MicheleGst22:** Thanks for addressing my question. One more-since change takes so long, what data can we use to prove effectiveness?

**CathyAT:** Schools and districts may want to develop a plan for collecting data about the overall effectiveness of coaching by creating a grid.

**CathyAT:** This grid will outline markers of effective coaching, things like: teachers are more collaborative, teachers demonstration reflection, teachers use data for instructional decision making, etc.

**CathyAT:** Then in the second column of the grid, identify tools for collecting data about each marker. In the third column, indicate what that tool will indicate if success is achieved.

**CathyAT:** Then go about collecting the data and monitoring movement toward greater success.

**CathyAT:** We have now gone 15 minutes over, and I must end.

**CathyAT:** Let me remind you that I am available to help with your coaching concerns and planning.

**DonnaGst10:** Thanks

**CynthiaGst23:** Thank you Cathy.

**MicheleGst22:** Thanks, Cathy.

**CathyAT:** Toll and Associates is dedicated to just that -- -supporting teacher learning through good literacy leadership, with an emphasis on literacy coaching.

**CathyAT:** Please do stay in touch, and best of luck to all of you.

**OrangeGst15:** We look forward to more webinars.

**PamC:** Thanks, Cathy!

**CathyAT:** Thanks.