

Abstract

The goal of this action research project was to determine the current practices of teaching reading in content-area classes and what effect a literacy coach might have on these practices. The researcher used a teacher survey and observational data to evaluate current beliefs and classroom practices. In addition, three teachers participated in a nine-week coaching group. The findings reveal that when teacher beliefs about content-area literacy are favorable, these beliefs do not necessarily translate into actual classroom practice. Literacy coaching, however, seems to be an effective means of professional development; each teacher in the coaching group noted growth in literacy instruction, but the areas of growth and the sustainability of the growth over time is variable.



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