

COACHING STRATEGIES FOR THE LITERACY COACH

Presenters: Christie Johnson and Sarah Doerr

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Presentation Overview



- Coach's Role
- Administrator's Role
- Strategies for Coaching Teachers
- Using Data to Drive Professional Development



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Coach's and Administrator's Role

What is the coach's role in a school?



- Use classroom data to help teachers make informed instructional decisions
- Use school and district wide data to help plan meaningful professional development
- Support school and district adopted curriculum
- Act as a resource for teachers needing guidance on specific students

Coaching...



- ❑ Is NOT about “Fixing” the teacher
- ❑ Is NOT evaluative
- ❑ Is about goal setting and problem solving to impact student growth
- ❑ Is NOT for a few- all teachers benefit from coaching
- ❑ Is NOT a time for the coach to “tell” you what to do
- ❑ Is about collaboration and teamwork (two (three or four) heads is better than one)
- ❑ Is about developing strong rapport with teachers

What is the administrator's role in supporting coaching?

- Place an emphasis on learning for all
- Builds a culture of collaboration and respect
- Hold teachers accountable to district and school expectations
- Learn alongside the coach and the teachers
- Support the development of a schedule that allows for collaboration
- Emphasizes that the coach is NOT an administrator but a partner in problem solving

Tips for administrators working with coaches



- Set up administrator vs. coach expectations
- Set up a weekly meeting with the coach
- Set up a plan for year before school starts
- Clearly define coaching for the staff



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Strategies for Coaching

Strategies for Coaching



- Getting Started
- Setting Up Coaching Cycles/Pre-Conference
- Methods of Coaching
- Post-Conference
- Conversations
- Following-Up

Getting Started



- Staff Meeting- Introduce yourself, your role, and opportunities for coaching
- Survey Teachers
- Coaching Request Form
- Start with someone who has volunteered to be coached
- Develop a schedule (include time spent in the classroom and a weekly planning session)
- Make your schedule public
- Set up a coaching binder
- Experience coaching yourself- Be Coached



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Setting up the Coaching Cycle

Option 1




- Use a note taking tool
- Find your in
 - What do they feel their students need?
- Develop a student centered goal
- Determine what you will do to meet the goal
- Determine how you will measure progress
- Determine type of support the teacher needs
- Set meeting and classroom time
- Set coaching cycle length

Option 2



- Determine area of focus
- Collect data on that area
- Sort data into 3-4 groups
- Determine common strengths and areas of need
- Decide on next steps and instructional moves
- Determine type of support the teacher needs
- Set meeting and classroom time
- Set coaching cycle length

One idea for analyzing student data



	Group 1	Group 2	Group 3	Group 4
Student Names				
Current Level				
Next Steps				

What to Coach?



- Directed by Administrator
- Teacher Requests
- What if the teacher is unsure
 - Think of teacher development as a continuum
 - Ask yourself- What is the one thing that the teacher needs that will move them forward?

Methods for Coaching



- Demonstration teaching with a prebrief, lesson and debrief
- Co-teaching with a prebrief, lesson and debrief
- Collaborative planning
- Teacher observation with a prebrief, lesson and debrief
- Coach observes teacher and provides feedback
- Study group to discuss professional text that aligns with student learning goal

Demonstration



- When to use demonstration-
 - When the instructional strategy is brand new to the teacher
 - Working with a group of teachers- to provide a common experience
- Tips
 - Teacher's involvement in lesson may vary
 - If Teacher is just observing, set a protocol for teacher's role during that time.
 - Schedule the debriefing session soon after demonstration

Co-Teaching



- When to use co-teaching
 - To try something new
 - To foster collaboration
 - Scaffolding the responsibility of a new strategy
- Tips
 - Develop the lesson plan collaboratively
 - Identify the goals or outcomes of the lesson
 - Make a “plan” for next time
 - Review the “actual outcomes” following the lesson

Collaborative Planning



- When to use collaborative planning
 - To design lesson and units
 - To align lessons/units with standards
 - Analyze student data
 - Discussing or planning for a particular population of students
- Tips
 - Willing participants only- you can't make someone collaborate
 - Follow through on your tasks- develops trust in the coach
 - Focus on a goal
 - Keep student data at the forefront

Observation of Another Teacher



- When to use observation
 - Watch a specific literacy component
 - Activate prior knowledge
 - Reflect on instructional practices
 - Learn about expectations at other grade levels
- Tips
 - Set a clear focus for observation
 - Focus on instruction and only instruction
 - Develop a protocol for observation (norms and expectations)

Coach Observes Teacher



- When to use observation
 - Upon request
 - Research to find a coaching focus
 - Feedback on instructional practices
- Tips
 - Ask the teacher, “What would you like me to watch for.”
 - Establish roles and norms
 - Start the conversation with, “How do you think it went?”

Study Group



- When to use
 - Delve further into a professional text
 - Study research based best practices
 - Analyze assessment information
 - Research resources
 - Address questions and concerns about a shared issue
- Tips
 - Norms
 - Possible groups-grade level, topic, school wide
 - Keep student needs and data as a focus



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Methods for Coaching

Post-Conference



- Gather information from the teacher
 - How do you think the lesson went?
 - How do you feel about the lesson?
 - Why do you think that/feel that?
- Encourage use of data to support feelings
 - How did the students do?
 - What did you observe/assess?
 - Let's look at the student work.
 - What does the student work tell us about their progress?

Post-Conference Continued



- Analyze data
 - ▣ What do you notice in the data?
 - ▣ What surprises you?
 - ▣ Are there any trends?
- Summarize and determine next steps
 - ▣ How might you follow up?
 - ▣ How will you continue to support students in their learning?
 - ▣ What will you consider for future lessons?

Post-Conference Continued



- Reflect

- What went well in this coaching cycle?
- What changes could we make for next time?

The Coaching Conversation



- Have empathy
 - That must really be frustrating
- Connect to your experiences
 - I felt the same way when...
- Summarize and paraphrase
 - I hear you saying...
- Use open-ended language
 - Instead of “I don’t understand” say “tell me more” or “I wonder...”

The Coaching Conversation Continued



- Keep questions reflective
 - ▣ What do you think would happen if...
- Pause before responding
 - ▣ Allow time for thinking
- Offer suggestions
 - ▣ Give choices
 - ▣ Make sure the choices are achievable
 - ▣ “A couple of things to keep in mind...” “I have seen other teachers try...”

The Coaching Conversation Continued



- Assume a positive intent (try not to take things personally)
- Keep the conversation focused on collaborative problem solving
- Be an active listener
 - Limit distractions
 - Consider your body language
 - Focus your full attention on listening (turn off your inner dialogue)
 - Keep an open mind
 - Demonstrate trust in the other person's capacity



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Observation

Video

Post-observation Conversation



- Partner up
- 1 person should play the role of the coach, 1 person should play the role of the teacher
- Engage in a post-observation conversation
- Switch roles

Follow-up



- Make time to check back in with the teacher
 - Schedule a follow-up meeting
 - Schedule a follow-up observation
 - Use email
 - Follow-up in a small group setting- either one that already exists (i.e. grade level) or by creating a small group to support one another



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Whole School Professional Development

Using Data to Make Decisions

Whole School Professional Development



- Data driven
 - Establishes a purpose
 - Increases engagement
- Data Sources to consider
 - Walkthroughs
 - Surveys
 - Student Data

Tips on Walkthroughs



- Keep it brief
 - 5-10 min
- Shared Experiences with Observers
- Multiple observers
- Establish Norms
- Non-Evaluative

Tips on Surveys



- Types of Surveys
 - ▣ Online Surveys
 - ▣ Consensogram
 - ▣ Questionnaire
- Share results and action steps
- Keep it open ended but focused

Tips for Student Data



- Sources
 - Formative
 - Summative
- Data is not about placing blame but problem solving
- Establish culture and community of collaboration
- Avoid being data rich and information poor

Resources



- Student- Centered Coaching: A Guide for K-8 Coaches and Principals by Diane Sweeney
- Differentiated Literacy Coaching: Scaffolding for Student and Teacher Success by Mary Catherine Moran



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Questions

Contact Information:

Christie Johnson- johnchr@sdmfschools.org

Sarah Doerr- doersar@sdmfschools.org