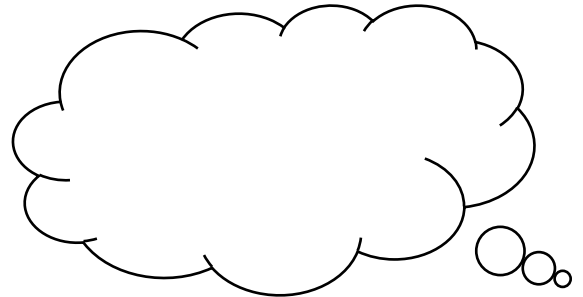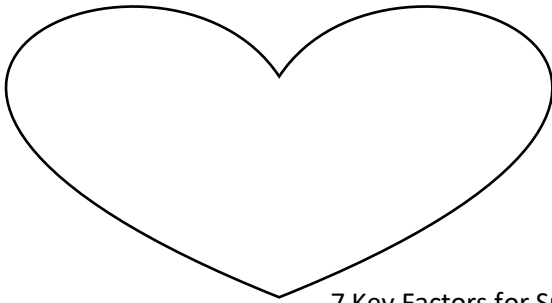# Building a Coaching Toolbox: Standards, Strategies and Supports for Advanced Literacy Coaching

# Florida Literacy Coaching Domains Text Discussion Protocol
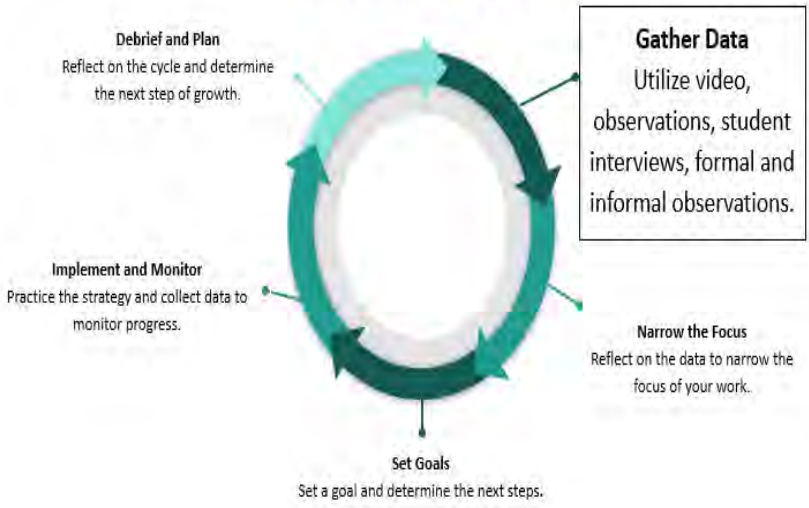
| Share a Sentence | Share a Phrase | Share a Word |
|---|---|---|
|  |  |  |

Coaching Reflection

7 Key Factors for Successful Instructional Coaching (Jim Knight)

| Factor | Notes |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Teacher Scenario**: You have been teaching 4th grade for ten years and you have a traditional, but high functioning classroom. When you give an assignment, all students receive the same one, and you rarely allow students to work collaboratively. When someone walks into your classroom, they will see a highly organized, neat room with students working quietly at seats in rows. Students are compliant, you do not deal with behavior issues and enough students pass your class (although that is also because of how you grade--which is not based on mastery of standards, but more on how you feel they are performing). Sometimes you feel like you should know what others are talking about when they reference things like Visible Learning or Scaffolding Grade-Level Text and you feel embarrassed that you do not. You are masking several knowledge and skill gaps, especially in foundational literacy. The student population in your district has shifted in the last few years and there are small groups of English language learners (ELL) students now. You do not feel as if you need coaching. Coaching was assigned to you because everyone in the school receives coaching at some point during the year. You feel uncomfortable with having the coach observe you.
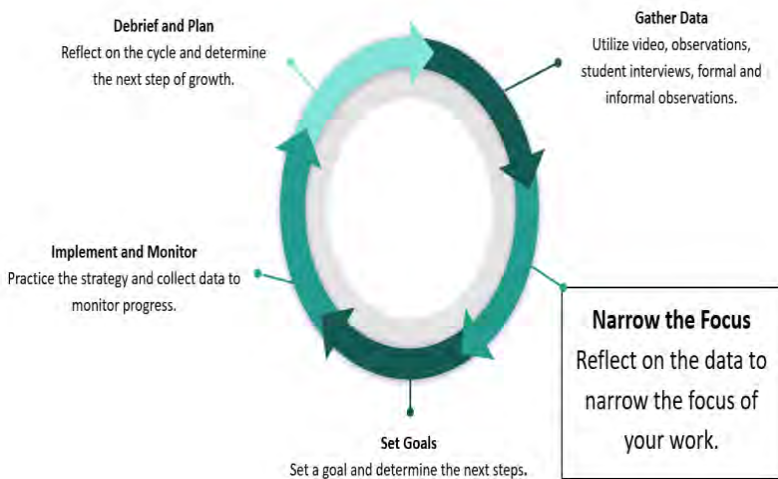
# Coaching Cycle

**Debrief and Plan**
Reflect on the cycle and determine the next step of growth.

**Gather Data**
Utilize video, observations, student interviews, formal and informal observations.

**Implement and Monitor**
Practice the strategy and collect data to monitor progress.

**Narrow the Focus**
Reflect on the data to narrow the focus of your work.

**Set Goals**
Set a goal and determine the next steps.

"If you look at the research, it says that about 80% of what happens in a class a teacher does not see or hear. How can we get more eyes into the class? How do you get other teachers going in there, looking at the impact and feeding back to help the teacher see what it is like being a student in their classroom? I am a great fan of recording classrooms and using video to show teachers how they look to students. That is the power of video, it is another way to see your impact" - Professor John Hattie (2019)

| Using Video to Collect Data | |
|---|---|
| Benefits: | Challenges: |
| | |

# Coaching Cycle

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Facilitated Reflection:

I was a: **coach**　　　**teacher**

We narrowed our focus to:_____
_____

Thoughts to remember:

| | |
|---|---|
| P | |
| E | |
| E | |
| R | |
| S | |

## Coaching Cycle

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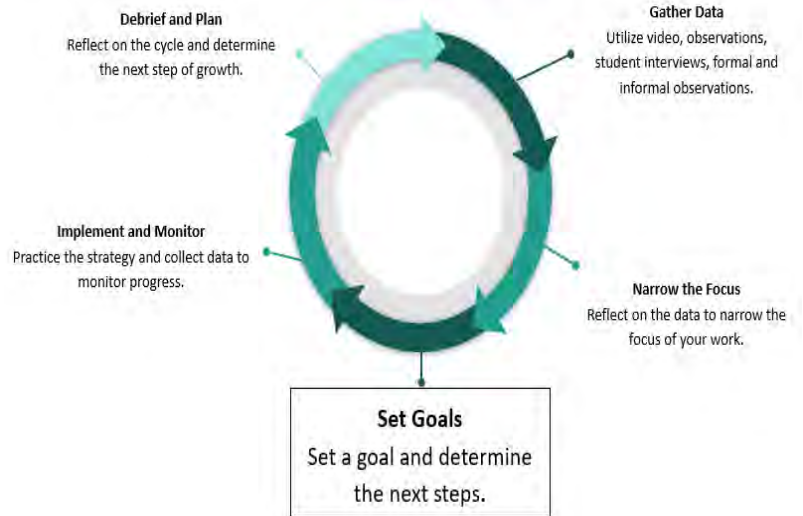
**Our PEERS Goal:**_____

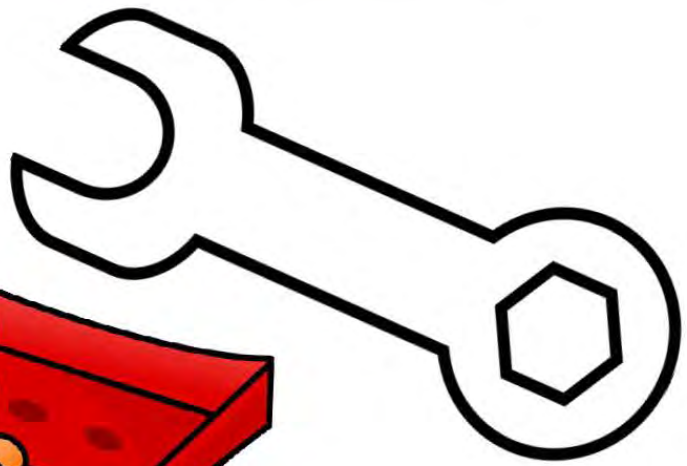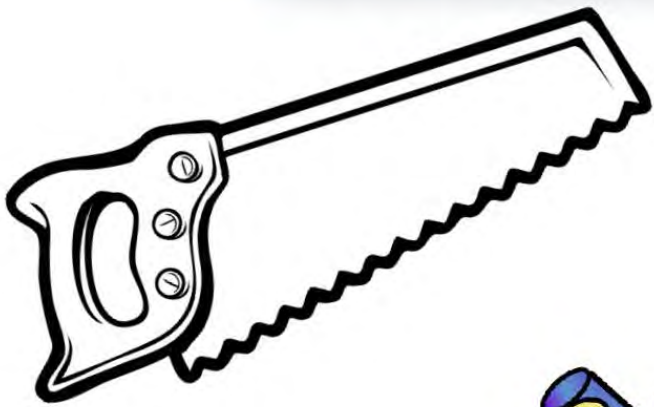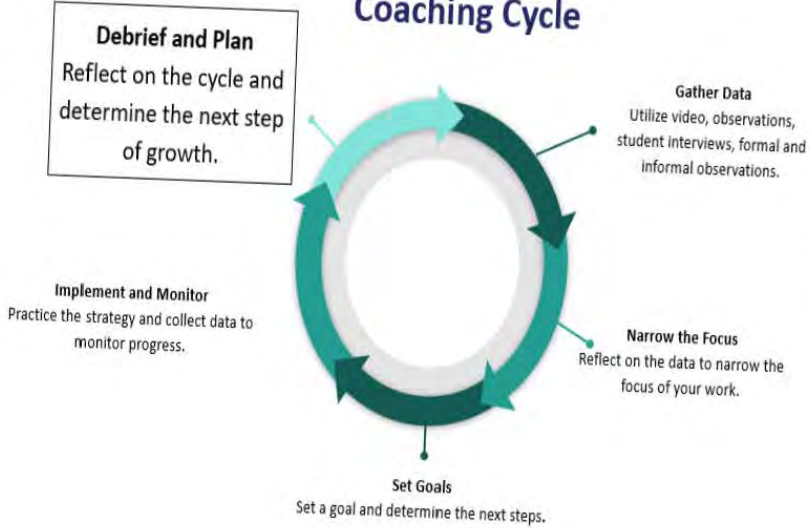> "Teachers, like students, need practice and repetition of new strategies to acquire fluency and automaticity. Research by Joyce and Showers indicates it took twenty to twenty-five trials in the classroom before new instructional practices became part of a teacher's routine."
> Allen, 2016

## Coaching Cycle

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Utilize video, observations, student interviews, formal and informal observations.

**Debrief and Plan**
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| Learning Through Modeling | Monitoring Progress Through Practice |
|---|---|
| | |

# Coaching Cycle

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Practice the strategy and collect data to monitor progress.

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Reflect on the data to narrow the focus of your work.

**Set Goals**
Set a goal and determine the next steps.

My Coaching Toolbox

# CONTINUUM OF COACHING

Public voice ⟷ Private voice ⟷ Inner voice

| Interactive coaching | | | | Intraactive coaching |
|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Facilitate a **workshop** to improve learning and instruction based on assessment | Provide an **observation lesson** to improve learning and instruction based on static and dynamic assessment | **Co-teach** with a host teacher in an observation classroom to improve learning and instruction based on static and dynamic assessment | **Confer, observe, and debrief** to improve learning and instruction using assessment | Facilitate **RtI²/MTSS team or literacy leadership team** to investigate adaptive challenges using static and dynamic assessment | Facilitate **lesson study or action research** to improve learning and instruction using assessment |

Increased external scaffolding                    Decreased external scaffolding

**Subject-centered pedagogy**                    **Solution-seeking andragogy**

Transformation may occur when teachers or his or her coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practices based on behavioral evidence.

*Note:* The term *observation lesson* has been used to replace *demonstration lesson* to denote the opportunity being provided versus a model lesson to emulate.

Adapted from:
Puig, E.A. & Froelich, K.S. (2011), 2nd ed. *The literacy coach: Guiding in the right direction*. Allyn & Bacon/ Pearson.

## Definition of a Literacy Coach

A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts (ELA) state standards as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve student achievement for all.

## Domains and Standards: Literacy Coaching

A. Knowledge of and ability to apply effective methods for planning, implementing and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices. Coaches will demonstrate their abilities in and understanding of:

1. Instructional design and planning strategies that support teachers in developing engaging, effective, standards-aligned lessons (e.g., stacking benchmarks, curriculum mapping, vertical progression of the standards);
2. How to align instruction and intervention to a logical scope and sequence of reading skill development;
3. The application of standards-aligned systematic instruction and intervention for language and literacy development;
4. The stages of language and literacy development for all students;
5. The strategic use of evidence-based instructional practices grounded in the science of reading;
6. Literacy learning processes and language development of English Language Learners and Students with Disabilities in collaboration with English for Speakers of Other Languages and Exceptional Student Education departments;
7. Multi-Tiered System of Support and evidence-based practices, programs and interventions;
8. How to use student data to make instructional decisions;
9. The role of student motivation and active engagement in developing literacy;
10. How to analyze the effectiveness of lessons, instructional materials and assessments using a variety of techniques (e.g., lesson plans, formative/summative assessments and student work samples);
11. How to observe and analyze the implementation of instructional practices and determine the effectiveness of teaching and learning in order to provide instructional support; and
12. Developing a plan for effective coaching conversations informed by observations, data analysis and classroom artifacts.

B. Ability to effectively collect and use data on instructional practices to inform and implement professional learning opportunities. Coaches will be able to:
   1. Determine appropriate area of focus based on observational data aligned to goals (e.g., school goals, coaching goals, learning goals, teacher goals);
   2. Identify and apply appropriate student progress monitoring instruments and assist with data analysis after students are assessed;
   3. Evaluate data in addressing specific goals;
   4. Identify and apply appropriate data collection methods that assist colleagues in developing action plans;
   5. Identify and apply appropriate data collection methods that measure the effectiveness of professional learning;
   6. Observe classroom instruction and active student engagement to collect data that informs the analysis of teaching and learning;
   7. Analyze and interpret data to identify trends and patterns;
   8. Collaborate with administration, instructional leaders and teachers to develop a professional learning action plan that is informed by data analysis;
   9. Facilitate the implementation of an action plan based on data analysis; and
   10. Analyze and evaluate school, teacher and student outcomes to determine follow-up actions.

C. Knowledge of and ability to apply effective pedagogy and andragogy. Coaches will be able to:
   1. Identify and apply foundational principles of how students learn;
   2. Identify and apply foundational principles of adult learning theory;
   3. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth in a variety of settings, including elementary self-contained and departmentalized classrooms, secondary classrooms, content area classrooms, prioritizing English Language Arts and reading;
   4. Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth);
   5. Identify and apply appropriate strategies and resources for planning, facilitating and evaluating professional learning (e.g. use of the Florida's Professional Learning Standards) aligned with school and district goals; and
   6. Identify and apply scaffolding strategies that address the strengths and needs of individual students and small groups (e.g., differentiation of instruction for individual students and small groups based on strengths and areas of growth).

D. Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture. Coaches will be able to:

1. Identify and apply systems that foster an inclusive and collaborative culture (e.g., trust, confidentiality);
2. Identify and apply strategies that build effective teams;
3. Identify the strengths and needs of colleagues to engage in effective collaboration;
4. Identify and apply appropriate practices to communicate across lines of difference (e.g., critical reflection, negotiate and clarify meaning, constructively challenge each other's thinking);
5. Determine and use appropriate strategies for facilitating dialogue that ensures equitable participation in small and large group settings (e.g., protocols that ensure all participants contribute to discussion and reflection);
6. Determine and apply strategies that promote collective responsibility for student and professional learning (e.g., Professional Learning Communities, collaborative planning, lesson study);
7. Establish a coach/teacher partnership agreement; and
8. Establish a principal/coach partnership agreement.


E. Ability to grow professionally. Coaches will be able to:
1. Analyze individual performance data to determine and engage in professional learning to broaden personal coaching and instructional knowledge;
2. Seek and demonstrate understanding of current evidence-based instructional practices; and
3. Seek, determine and utilize appropriate collaborative partnerships with professional learning groups to expand knowledge and improve coaching practices.

| | |
|---|---|
| Name: | Date of Lesson: |
| Spotlight B.E.S.T. ELA Benchmark: | Stacked B.E.S.T. Benchmarks: |
| Lesson Target: | |
| Expected Outcome: | |

| **What am I doing?** | **What are my students doing?** |
|---|---|
| How did I introduce the lesson and engage the students? | What do I notice the students doing in the…<br><br>beginning of the lesson? |
| Was the objective/strategy/task clearly explained? What is the evidence? | middle of the lesson?<br><br>end of the lesson? |
| What feedback do I provide students? | How are students responding to the questions? (Tally)<br>Individual calling:<br>Turn and Talk:<br>Group discussion:<br>Other:<br><br>How do students practice the objective/strategy/task…<br><br>collaboratively? |
| How am I monitoring and adjusting instruction? | independently?<br><br>Did students meet the expected outcome? What is the evidence? |

| Questions to Guide Reflection | Stems to Enhance Discussion | My Notes |
|---|---|---|
| **After Data Collection:**<br><br>On a scale of 1 to 10, how do you feel the lesson went?<br><br>Did your students meet the target of the lesson? How do you know?<br><br>How did your student work (discussion, responses) compare to the outcome you expected?<br><br>What would have to change to make the class closer to your target?<br><br>How could we measure that?<br><br>Would you like us to work together to turn that into a goal? | **After Data Collection:**<br><br>I noticed how when you… the students really…<br><br>I am interested in hearing about what you were thinking when you…<br><br>What I am hearing, then… Is that correct?<br><br>As I listen to you, I'm hearing… Is there anything else you feel I should know?<br><br>It sounds as if you believe that…<br><br>I think I hear you say that you are concerned about… | |
| **Creating a PEERS goal:**<br><br>What instructional strategy would you like to learn or try to help students achieve this goal?<br><br>How will we know when the goal has been met? | **Creating a PEERS goal:**<br><br>You feel you are ready to learn… Is this correct?<br><br>You appear to feel… about meeting this goal. Is this accurate? | |
| **Debriefing a Coaching Cycle:**<br><br>What progress has been made toward the goal?<br><br>What are you seeing that shows this strategy is successful?<br><br>What did you learn?<br><br>Do you want to revisit how you use the teaching strategy?<br><br>Do you want to choose a new strategy or goal? | **Debriefing a Coaching Cycle:** You feel you have grown by…<br><br>You plan on continuing to…<br><br>I hear you say…<br><br>It is my impression that you want to…<br><br>because… | |

Name: Mrs. Sparks

Date of Lesson: 10/19/21

Spotlight BEST Benchmark: R.I.3

Stacked BEST Benchmarks: EE1.1 EE2.1

Lesson Target: The students will be able to explain the theme and use text evidence to support it.

Expected Outcome:
Students will fill out a worksheet with the correct theme and evid.

| What am I doing? | What are my students doing? |
|---|---|
| How did I introduce the lesson and engage the students?<br>• showed the anchor chart<br>• modeled the strategy | What do I notice the students doing in the...<br><br>beginning of the lesson?<br>• watching  • staring at the window |
| Was the objective/strategy/task clearly explained? What is the evidence?<br><br>Yes. I went through all of the steps | middle of the lesson?<br>• reading the story  • 2 are falling aslee<br><br>end of the lesson?<br>• filling out the worksheet<br><br><br>How are students responding to the questions? (Tally)<br>Individual calling: ⊦⊦⊦⊤ 1 1 1<br>Turn and Talk<br>Group discussion:<br>Other: |
| What feedback do I provide students?<br>• I collected their worksheets so I can write feedback on them. I will give them back tomorrow. | How do students practice the objective/ strategy/ task..<br><br>collaboratively?<br>• They don't |
| How am I monitoring and adjusting instruction?<br>I am going to review the answers on the worksheet. If I need to, I will repeat this lesson tomorrow. | independently?<br>They read the story and fill out the worksheet |
| | Did students meet the expected outcome? What is the evidence?<br>Some of them did. They got the right theme and evidence. Several wrote text evidence but didn't really explain how it supported the theme. |

**INSTRUCTIONAL COACHING GROUP**

## PEERS Goals

by Jim Knight | Nov 30, 2015 | Best of 2020, Monday Morning Coaching |

Goal setting is an essential part of coaching. Coaches often partner with teachers to set SMART goals, which are variously understood to be Specific, Measurable, Attainable (or Actionable/Assignable), Realistic (Relevant) and Timely (or Time Bound). I believe teachers and coaches can set better goals if they consider a different acronym, PEERS, which highlights a few additional factors that are very important when setting goals. Teachers that create goals that address the PEERS factors will likely find that their goals will have more impact. I introduced PEERS goals in my book Focus on Teaching, and here I include a slightly modified version of what I first wrote about in that book.

**Powerful.** People who want to make an important difference in students' lives should sort through every possible goal by asking a simple question: Will this goal make a real difference in students' lives? Thus, a teacher might list several possible goals, such as increasing student time on task to 95%, increasing students' vocabulary quiz scores to a 90% or higher average, decreasing student disruptions to fewer than four per 10 minutes, improving the quality of students' writing and so forth.

**Easy.** Powerful goals that are difficult or impossible to implement are not as helpful as powerful goals that are easy to implement. Difficult-to-implement goals, no matter how powerful, often end up on the scrap heap of unrealized good intentions. The best goals are goals that are powerful and easy because they have the greatest likelihood of being implemented, and because they provide more time for teachers, who are very busy, to work on other important tasks.

Source: https://www.instructionalcoaching.com/peers/

In "Influencer: The Power to Change Anything*,"* Patterson and his colleagues explain why easy and powerful goals are so important:

"When it comes to altering behavior, you need to help others answer only two questions. First: Is it worth it? … And second, Can they do this thing? … Consequently, when trying to change behaviors, think of the only two questions that matter. Is it worth it? … Can I do it?"

**Emotionally compelling.** In their book "Switch: How to Change Things When Change Is Hard," Heath and Heath suggest that effective goals need to be more than SMART; they need to compel people to action by moving them emotionally. According to the authors, effective goals "provide a destination postcard—a vivid picture from the near-term future that shows what could be possible."

**Reachable.** Teachers and coaches need to consider whether or not their goal, however admirable, is one that can actually be reached. A reachable goal is one that builds hope.

Shane Lopez, a researcher at the University of Kansas and The Gallup Organization, has been described as the world's leading expert on hope. In "Making Hope Happens: Create the Future You Want for Yourself and Others," Lopez writes that hope requires three elements. First, hope requires a goal that sets out an idea of where we want to go, what we want to accomplish, who we want to be. Second, to feel hope, we need agency, our perceived ability to shape our lives day to day … [our knowledge that] … we can make things happen. Finally, hope requires pathways, plans that carry us forward.
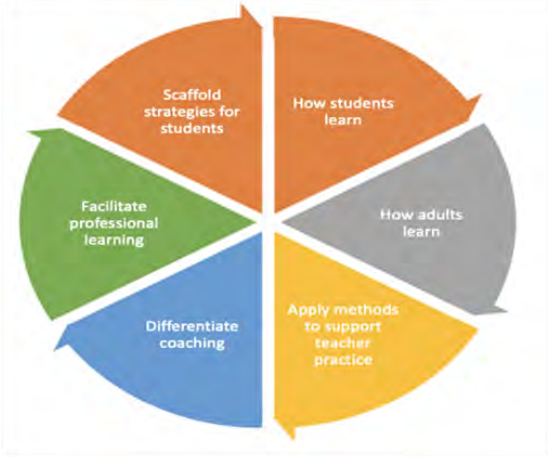
A goal that fosters hope is a goal that has a reasonable chance of being achieved because (a) teachers believe they can achieve it (agency) and (b) it includes a strategy or strategies that can help them achieve it (pathways). Increasing student achievement by 20% on the state reading assessment is an admirable goal, but it is not helpful unless teacher and coach can identify a strategy that will help them reach the goal. Decreasing non-instructional time from 22% to 5% by teaching students expectations for transitions, for example, is a more effective goal because it shows the destination as well as the pathways that teachers can realistically expect will get them there.
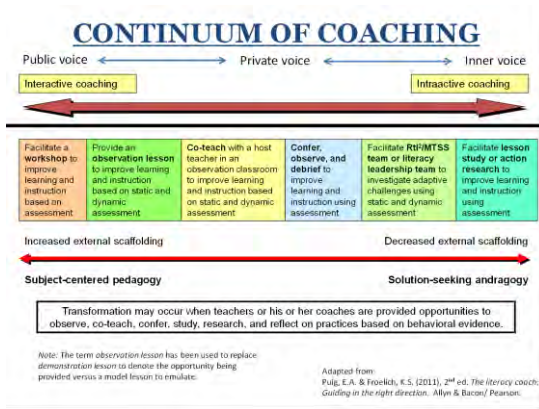
A reachable goal also has to be one that people will know they have reached. That is, as SMART goals have shown for years, the goal has to be measurable; it has to have a finish line.

**Student-focused**. Finally, effective goals are student-focused rather than teacher-focused. When teachers choose teacher goals ("Let's use graphic organizers at least twice a week"), they may implement the goal, but have no idea whether or not it made a difference for students. Additionally, no measure of excellence is built into the goal so people may implement the goal poorly and still meet the goal.

A student-focused goal, on the other hand, provides clear feedback on whether or not changes make a difference for students. Additionally, student-focused goals carry with them a built-in measure of quality. If a teacher ineffectively implements a teaching practice, it is unlikely that he will achieve the goal. The teacher will have to keep refining his use of the practice until he is able to implement it effectively, so that its use can lead to achievement of the goal.

# Interactive Note Catcher Session 2

| Domain C | |
| --- | --- |
| **Pedagogy** | **Andragogy** |
| Definition:<br>Often referred to as "how children learn."<br><br><br><br>**Self-Reflection:**<br>*How does your coaching program support literacy coaches in developing these toolbox essentials?* | Definition:<br>Often referred to as "how adults learn."<br><br>***Principles of Adult Learning Theory:***<br>***(Knowles, 1984)*** |
| | 1. The learner's need to know |
| | 2. Prior experience |
| | 3. Self-directed learning |
| | 4. Readiness to learn |
| | 5. Problem orientation |
| | 6. Motivation |

## CONTINUUM OF COACHING

Public voice ← → Private voice ← → Inner voice

Interactive coaching

Intraactive coaching

| Facilitate a workshop to improve learning and instruction based on assessment | Provide an observation lesson to improve learning and instruction based on static and dynamic assessment | Co-teach with a host teacher in an observation classroom to improve learning and instruction based on static and dynamic assessment | Confer, observe, and debrief to improve learning and instruction using assessment | Facilitate RtI/MTSS team or literacy leadership team to investigate adaptive challenges using static and dynamic assessment | Facilitate lesson study or action research to improve learning and instruction using assessment |

Increased external scaffolding — Decreased external scaffolding

Subject-centered pedagogy — Solution-seeking andragogy

Transformation may occur when teachers or his or her coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practices based on behavioral evidence.

*Note: The term observation lesson has been used to replace demonstration lesson to denote the opportunity being provided versus a model lesson to emulate.*

Adapted from:
Puig, E.A. & Froelich, K.S. (2011), 2nd ed. *The literacy coach: Guiding in the right direction.* Allyn & Bacon/ Pearson.

**Scenario:**
A middle school literacy coach is working with a team of teachers across grades 6-8 who will provide support to students next year in foundational skills. The team consists of the following levels of experience:
- First-year educators
- Experienced teachers with the current LAFS who have not taken B.E.S.T. Standards training
- Experienced teachers who attended multiple B.E.S.T. Standards professional learning this year but have not implemented the new standards

**Scenario Round Table Discussion:**
1. How can this Continuum of Coaching guide a literacy coach in selecting the appropriate and differentiated methods of support for the team?

2. Using this continuum, what are the different supports a coach might engage in to support the varied needs of B.E.S.T. ELA Standards implementation?

| Domain D |
|---|

**Why Everyone Deserves Coaching (video notes)**

**Culture for Coaching: 4 'A's Protocol**

1. **Assumptions**

2. **Agree**

3. **Argue**

4. **Aspirations**

**Trust Builders-Trust Busters**

**Coaching Language: Words Matter!**

*Practice your coaching language from the scenario!*

| Domain E | |
|---|---|
|  Coaching the Coach | **What opportunities are available for literacy coaches to receive and engage in coaching for professional growth?** |

## Coaches Collecting Data: Scenario

After reviewing school data, survey from teachers and the coaching log, the leadership team determines that second grade teachers in the school are having the most struggle with adopting the B.E.S.T. ELA Standards. They are struggling with new curriculum and learning gaps their students exhibit on progress monitoring assessments. In addition, feedback from recent professional development states that the second-grade team feels like the professional development is not geared toward their specific needs. They would like more help with evidence-based instruction in small groups to remediate learning gaps that are impacting reading achievement of the students in their classroom.

## Systems of Support for Coaches

?

## 3 Tools to Add to My Coaching Toolbox:

1.
2.
3.

# CONTINUUM OF COACHING

Public voice ←――――――――――→ Private voice ←――――――――――→ Inner voice

Interactive coaching                                    Intraactive coaching

| Facilitate a **workshop** to improve learning and instruction based on assessment | Provide an **observation lesson** to improve learning and instruction based on static and dynamic assessment | **Co-teach** with a host teacher in an observation classroom to improve learning and instruction based on static and dynamic assessment | **Confer, observe, and debrief** to improve learning and instruction using assessment | Facilitate **RtI²/MTSS team or literacy leadership team** to investigate adaptive challenges using static and dynamic assessment | Facilitate **lesson study or action research** to improve learning and instruction using assessment |
|---|---|---|---|---|---|

Increased external scaffolding          Decreased external scaffolding

←――――――――――――――――――――――→

**Subject-centered pedagogy**          **Solution-seeking andragogy**

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**Evidence**
WHAT IT IS/ISN'T

**LEARNING 2**

**Evidence =** observable/testable facts; data used to prove or disprove a hypothesis

| Is | Isn't |
|---|---|
| • **Objective** | • **Subjective** |
| • **Measurable** | • **Immeasurable/Indeterminate** |
| • **Specific/Precise** | • **General** |
| • **Consistent (across individuals and contexts)** | • **Inconsistent (across individuals and contexts)** |
| • **Non-judgmental** | • **Judgmental** |
| • **Indisputable, unmistakable** | • **Disputable, speculative** |

| Examples ||
|---|---|
| • 9:42 T: Today, we will be determining 3 main events in the story… <br><br> • 9:47 T: "Who can tell me why…?" <br><br> • 10:02 S: Student in green shirt @ table 4 asked student in red dress, "What are we supposed to do again?" <br><br> • 1:55 T: Raise your hand if you can describe the process of photosynthesis. <br> S: 4 hands out of 26 raised. | • Students wrote their spelling words well. <br><br> • You did a good job responding to all the things your students wondered. <br><br> • The images on your walls are really helpful. <br><br> • The teacher asked lots of questions, and the students were definitely confused. <br><br> • Your students really like what you did this morning. They really respect you. |

NEW
TEACHER
CENTER

Effective feedback builds trust when it is accurate, sincerely discussed, and likely to increase professional success. When teachers are allowed to elaborate on feedback (e.g., through mediational questions), then they are more likely to apply it.

**Be timely** (i.e., make sure the feedback is still relevant/applicable).

Try to provide the feedback at the earliest time of MUTUAL convenience. The more time that elapses between the observation and the feedback, the greater the likelihood of distortions from poor recall or low probability that the collaborative data analysis will be applicable.

**Assess readiness to engage.**

Be attentive to the teacher's readiness and other immediate needs. Analyzing observation data requires the capacity to look objectively at it (as best as we're able). Observation data that demonstrate confused instruction, poor learning/ behavior management, and/or low student engagement and success can pose significant challenges to our self-concept or simply affirm our self-doubt. It's important that beginning teachers review observation data in a climate of trust—in the knowledge that professional growth happens best in a culture of "revision and redemption" through which improved practice will be supported and mistakes are seen as a natural part of practice.

**Attend to the teacher's professional area of focus/needs.**

Research finds that feedback is much more meaningful and more likely to be acted upon when it is related to a teacher's professional area(s) of focus, needs, and/or identified goals. Feedback can be disempowering if it fails to meet the teacher's needs and only serves/is biased by the needs of the mentor. Feedback unrelated to the identified professional area of focus/need is also more likely to fall on deaf ears or weaken the trust between teacher and mentor. Respond first to the teacher's identified area of focus and only then point out additional areas of success/concern that the data suggest are important to address.

**Examples**:

- *We've been working on reducing the number of call-outs by students. The data confirm that when you remind students to raise their hands, they are less likely to call out. Working on making that a classroom habit can eventually pay off.*

- *Your focus on establishing consistent routines at the start of the period seems to be paying off—the data here show that all the students began working on the warm-up activity within the first 2 minutes of the period.*

## Use objective data.

Observational data are most valuable when they are objective, measurable, specific/precise, consistent across observers, non-judgmental, and indisputable. When we combine objective data into evidence that affirms or negates a hypothesis or helps to clearly answer a question, then we engage in expert, professional practice. We also develop our appreciation and capacity for data- based decision-making and avoid the pitfalls of bias, prejudice, and other obstacles to equity and effective service to students, parents, oneself, and our colleagues.

## Describe rather than evaluate.

By avoiding evaluative language, the feedback is more likely to be applied. It is less likely that the teacher will react defensively. It also helps to encourage the teacher to use the feedback as s/he sees fit. Descriptive feedback helps focus the teacher on the behavior or issue rather than a judgment.

**Examples**:

- Evaluative: *What a great lesson!*
- Descriptive: *Your initial questions invited students to connect the book's characters to their personal lives. Their written responses show the range of connections they made and their engagement with the topic.*

## Be specific rather than general.

Avoid using labels, professional jargon, or general terms that may be interpreted differently. The more specific the feedback, the more useful it will be to the teacher.

**Examples**:

- General: *Students knew exactly what to do when they came in.*
- Specific: *Within 2 minutes of returning from recess, 12 of the 14 students looked at the board for the transition activity and began working on their math problems.*

## Note impact of behavior upon others (e.g., students).

Help the teacher see connections between her/his actions and the student's behavior and learning—in particular, the positive connections. This also helps teachers build an internal locus of control and their sense of effectiveness [or efficacy]. It also helps them avoid externalizing the problem or issue—"those students…," "they always…," "I can never get them to…."

**Examples**:

- *When you respond to students who call out, you give the message that it's okay to call out.*
- *When you model the procedures and roles for group work, you'll increase your students' success with the process.*

## Help identify changeable behaviors.

Don't increase the teacher's frustration by focusing on things that may not be able to be changed (e.g., the fact that standardized tests are coming up; the stress of parent conferences; their overloaded schedule) OR by focusing on some trait or behavior that might seem overwhelming.

**Examples**:

- Overwhelming: *Developing your teacher presence would help.*
- Changeable: *Standing at the front of the classroom when you deliver the instructions for the activity helps the students focus on you as the teacher.* OR

*Use proximity to keep students on task; it will reduce the number of times you need to call across the room to a student who is off task.*

## Seek teachable moments and self-reflection.

Capitalize upon those spontaneous and fortuitous opportunities to share information or promote self-reflection that can improve a teacher's understanding and practice. This is especially important at times when a few fundamental concepts or basic strategies could help the teacher make good choices.

**Examples**:

- *What research suggests about how some students learn to read is . . .*
- *What from your experience prepares you to…? What do you feel most/least confident about?*
- *One thing to keep in mind is the importance of modeling how to use manipulatives before students receive them and begin to work on actual problems. How might that modeling support students?*

**Promote professional responsibility.**

Don't just focus on what needs to be changed so that practice can improve. It is also important to point out or direct attention to areas of strength/success as well as areas for development and growth. Help the teacher identify practices that are working—giving language to the professional steps s/he is taking and/or strategies s/he is using successfully will help them be more accessible in the future. At the same time, it is important that the identified areas of strength are sincere and not just manipulative attempts to "make the teacher feel good" or provide a cushion for negative feedback.

**Examples**:

- *Your students who have expressed confidence are definitely motivated to participate. Let's see if we can figure out a way to have the students who have expressed lack of confidence share their ideas, too. What can we research or experiment with to help them?*

- *Eighty-six percent of the students recalled the facts about electricity as evidenced by the test results. What are some ways you'd like them to link or apply their knowledge to the real world? Who might we partner with so that the students can discover even more through real-world applications?*

## Ways to build trust with others:

| Elements of Trust | Evidence or "Look-Fors" |
|---|---|
| **Respect:** The recognition of each person's role | |
| **Competence:** Ability one has to achieve the desired outcomes | |
| **Personal Regard:** Perception of how one goes beyond what is required of their role in caring for another person | |
| **Integrity:** Consistency between what people say and what they do | |

Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement.* New York, NY: Russell Sage Foundation.

# Trust Builders and Trust Busters
WORDS AND ACTIONS

| Trust Builders | Trust Busters |
|---|---|
| • **Paying attention:** Attentive and empathetic listening; open posture; friendly gestures, expression, tonality and language; being present<br><br>• **Pausing:** Taking time to pause and think before responding<br><br>• **Paraphrasing:** Showing you have heard and understood<br><br>• **Probing for specificity:** Focusing thinking, eliciting precision in thought and language, seeking to understand<br><br>• **Being open:** Listening with empathy and without judgment<br><br>• **Inquiring:** Broadening thinking, viewing learning as mutual<br><br>• **Upholding** confidentiality<br><br>• **Keeping** agreements<br><br>• **Maintaining** integrity<br><br>• **Ensuring** equity of voice | • **Judging:** Calling things "right" or "wrong," telling what they "should" or "should not" do, showing impatience or annoyance<br><br>• **Being distracted:** Multi-tasking, checking watch or phone, not fully present in the conversation<br><br>• **Lecturing:** Telling what to do in a self-righteous way; having an authoritative manner<br><br>• **Autobiographical listening:** Responding with one's own experience or personal narrative<br><br>• **Being** dishonest<br><br>• **Breaking** confidentiality<br><br>• **Lacking** follow-through |

*In order to build trust with the teacher(s), one next step I will take is….*

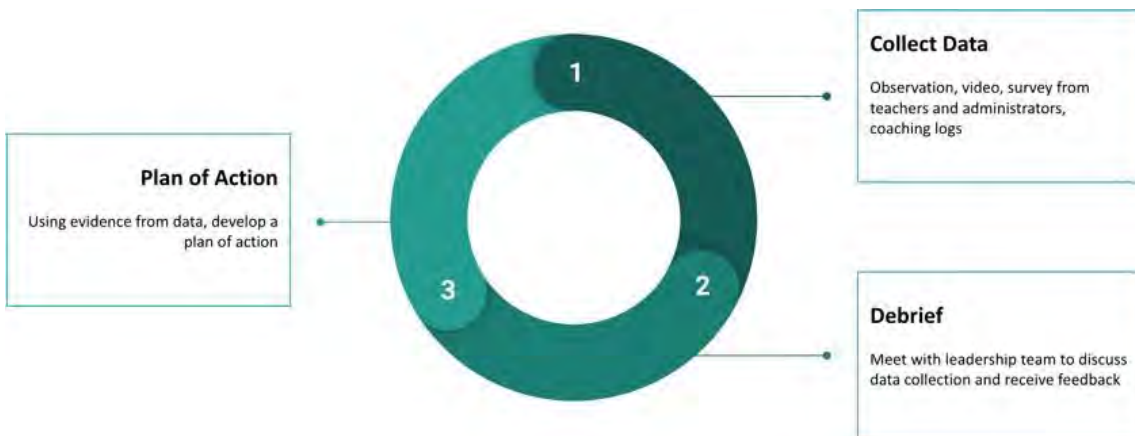| Paraphrasing | Clarifying |
|---|---|
| **Paraphrasing** communicates that the listener:<br>    **Listened** carefully;<br>    **Understood** what was said;<br>    **Extended** thinking; and<br>    **Cares**.<br><br>**Paraphrasing** involves:<br>  • Restating in your own words;<br>  • Summarizing; and<br>  • Organizing.<br><br>Possible **paraphrasing** stems include:<br>  *So,…*<br>  *In other words,…*<br>  *It sounds like…*<br>  *There are several key points you're bringing up…*<br>  *From what you're saying,…*<br>  *You're primarily concerned with…* | **Clarifying** communicates that the listener has:<br><br>    H**eard** what the speaker said **but** does **not** fully **understand** what was said.<br><br>**Clarifying** involves **asking a question** (direct or implied) to:<br>  • Gather more information;<br>  • Discover the meaning of the language used;<br>  • Learn more about the speaker's reasoning;<br>  • Seek connections between ideas; and<br>  • Develop or maintain a focus.<br><br>Possible **clarifying stems** include:<br>  *Let me see if I understand…*<br>  *Can you tell me more about…*<br>  *It would help me understand if you'd give me an example of…*<br>  *So, are you saying/suggesting…?*<br>  *What do you mean by…?*<br>  *How are you feeling about…?* |
| **Mediational Questions** | **Non-Judgmental Responses** |
| **Mediational questions** help bring about a new **understanding** by posing questions that extend thinking, learning and planning.<br><br>**Mediational questions** help the teacher(s):<br>  • Hypothesize what might happen;<br>  • Analyze what worked or didn't;<br>  • Imagine possibilities; and<br>  • Compare intended plans and outcomes with what actually happened.<br><br>Possible **mediational** question stems include:<br><br>*What's another way you might…?*<br>*What would it look like if…?*<br>*What do you think would happen if…?*<br>*How was _____ different from (like)…?*<br>*What sort of an impact do you think…?*<br>*What criteria do you use to…?*<br>*When have you done something like_____before?*<br>*What do you think about…?*<br>*How did you decide…? (come to that conclusion?)*<br>*What might you see happening in your classroom if…?*<br>*What might have contributed to…?*<br>*What do you think_____might have been thinking?* | **Non-judgmental responses** communicate that the listener is open-minded, encouraging, and interested.<br><br>**Non-judgmental** responses help to:<br>  • Build trust;<br>  • Promote an internal locus of control;<br>  • Encourage self-assessment;<br>  • Develop teacher autonomy; and<br>  • Foster risk-taking.<br><br>Possible **non-judgmental responses** include:<br>Identifying what worked and why:<br>  *I noticed when you_____the students really…*<br>Encouraging:<br>  *It sounds like you have a number of ideas to try out!*<br>Asking the teacher to self-assess:<br>  *In what ways did the lesson go as you expected?*<br>  *What didn't you expect?*<br>Asking the teacher to identify her or his role :<br>  *What instructional decisions made the lesson successful?*<br>Showing enthusiasm for and interest in the teacher's work and thinking:<br>  *I'm interested in learning/hearing more about…*<br>  *I'm really looking forward to…* |

| Suggestions | Suggestion Stems |
|---|---|
| **Suggestions…**<br><br>• Are expressed with invitational, positive language and tone<br><br>• Offer choices to encourage ownership<br><br>• Are often expressed as a question (or include a "tag question" to invite further thinking and elaboration)<br><br>• Are achievable—enough to encourage but not to overwhelm<br><br>• May provide information about the coach's thinking and decision-making strategies<br><br>• Are, when accompanied by research and/or rationale, more likely to be either accepted or elaborated upon by the teacher | Express **suggestions** that represent using strategic practices, embed choices and encourage thinking/experimentation:<br><br>• *Perhaps ___ , ___ or___ might work for…*<br>• *From our experience, one thing we've noticed…*<br>• *Several/some teachers I know have tried different things in this sort of situation, and maybe one might work for you…*<br>• *What we know about ___ is…*<br>• *Based on your question, something/some things to keep in mind when dealing with…*<br>• *There are a number of approaches…*<br><br>Following a **suggestion** with a question promotes imagining/hypothesizing about how the idea might work in a specific context:<br><br>• *How might that look in your classroom?*<br>• *To what extent might that work in your situation/ with your students?*<br>• *What do you imagine might happen if you were to try something like that with your class?*<br>• *Which of these ideas might work best in your classroom (with your students)?* |
| **Teachable Moments** | **Attitudes for Effective Listening** |
| **Teachable moments** are spontaneous opportunities that offer the coach an entry point to:<br><br>• Fill in instructional gaps;<br>• Help the teacher make good choices; and<br>• Encourage the teacher to take "the next step."<br><br>Taking advantage of a **teachable moment** involves:<br><br>• Sharing in the spirit of support;<br>• Being brief—focus on the essential;<br>• Being strategic; and<br>• Avoiding using jargon or sounding pedantic.<br><br>Possible **teaching moment** stems include:<br><br>*One thing to keep in mind is…*<br><br>*If you're interested in___, it is important to…*<br>*What I know about___ is…*<br><br>*It's sometimes/usually helpful to ___when…* | **Effective listening** communicates that the listener is…<br><br>• Respectful;<br>• Focused on building the relationship;<br>• Increasing her/his knowledge and understanding;<br>• Encouraging; and<br>• Trustworthy.<br><br>**Effective listening** involves:<br><br>• Truly hearing what the other person has to say;<br>• Viewing the other person as separate from yourself with alternative ways of seeing what you see;<br>• Genuinely being able to accept the other person's feelings, no matter how different they are from your own; and<br>• Trusting the other person's capacity to handle, work through and find solutions to her/his own problems. |

**Teacher Scenario**: You've been teaching 4th grade for 10 years and you have a traditional, but high functioning classroom. When you give an assignment, everyone gets the same one, and you rarely allow students to work collaboratively. When someone walks into your classroom, they will see a highly organized, neat room with students working quietly at seats in rows. Students are compliant, you don't deal with behavior issues, and enough students pass your class (although that's also because of how you grade--which isn't based on mastery of standards, but more on how you feel they are performing). Sometimes you feel like you should know what others are talking about when they reference things like "Visible Learning" or "Scaffolding Grade-Level Text" and you feel embarrassed that you don't. You are masking several knowledge and skill gaps, especially in foundational literacy. The student population in your district has shifted in the last few years and there are small groups of ELL students now. You don't feel like you need coaching. It was assigned to you because everyone in the school gets coaching at some point during the year. You feel uncomfortable with having the coach observe you.

| Paraphrasing | Clarifying | Mediational Questions | Non-Judgmental Response |
|---|---|---|---|
|  |  |  |  |

| Self-Assessment | Reflection |
|---|---|
| <ul><li>Is feedback solicited from literacy coaches to ensure that they are receiving adequate support?</li><li>Do literacy coaches continue to receive professional development?</li><li>Is literacy coaches' time protected so that they can focus on coaching and reflection?</li><li>Is feedback solicited from literacy coaches to ensure that they are receiving adequate support?</li><li>Do literacy coaches have opportunities for professional growth?</li></ul> | |

**Plan of Action**

Using evidence from data, develop a plan of action

1

2

3

**Collect Data**

Observation, video, survey from teachers and administrators, coaching logs

**Debrief**

Meet with leadership team to discuss data collection and receive feedback

# Network of Support to Grow Professional Learning

| District Leaders | School-Based Leaders | Instructional Coaches |
|---|---|---|

- ❑ What systems of support are in place for district-level coaches?

- ❑ What supports can be implemented to grow coaches?

- ❑ What systems of support are in place for site-based leaders?

- ❑ What supports can be implemented to grow site-based leaders?

- ❑ What systems of support are in place to grow site-based coaches?

- ❑ What supports can be implemented to grow site-based coaches?

## Action Plan

| District Level | School Level | Coach Level |
|---|---|---|
| 1. | 1. | 1. |
| 2. | 2. | 2. |