

JRF! Literacy Coach Academy Training

Facilitator's Guide

Module 5a – Building Expertise in Coaching - Differentiation (slides 1- 13)

90 minutes

Materials:

Handout 15 - Coaching continuum
Coaching Continuum Scenarios
Coaching Continuum Scenarios FAIR-FS Data
Chart paper
Post-it Notes
Dots
Markers/highlighters

Slide 1	<p>Share with participants:</p> <p>How do we build rapport and trust with our teachers and meet all of their needs? How do we differentiate our coaching for all teachers keeping in mind that our goal is student achievement? This module will provide opportunities for discussing differentiation for our teachers and looking at a coaching continuum as a framework for meeting our teacher's needs.</p>
Slide 2	<p>Share with participants:</p> <p>When we think about coaching our teachers we need to prepare just like we prepare for our students. We need to look at the data and ask ourselves what are their needs? One size does not fit all – all the time. Teachers have their own knowledge and expertise that they bring to the table. As coaches we need to draw from their knowledge, find their strengths and validate their past experiences.</p>
Slide 3	<p>Share with participants:</p> <p>Differentiated support, based on teacher's individual needs and learning styles is crucial for the work of a literacy coach.</p> <p>Have the participants read the questions on the slide and discuss at their table or with a partner (the 2nd bullet is in response to the 1st bullet).</p> <p>You may want to chart the challenges and then discuss how to overcome those challenges.</p> <p>Possible challenges:</p> <ul style="list-style-type: none">• Lack of trust• Past negative experiences• Not feeling valued• Lack of appreciation• Lack of time• Lack of support

	<ul style="list-style-type: none"> • Lack of shared understanding • Low expectations <p>After the activity, share with participants: It is important for the literacy coach to support the teacher by differentiating the content being presented, the process in which the information is conveyed and learned, as well as how teachers then take that learning and implement it within their own teaching.</p>
Slide 4	<p>Ask the participants to read the quote on the slide.</p> <p>Share with participants: Teacher and coach decide on the learning experience. Let's look at how we can provide multiple options for our teachers.</p>
Slide 5 Handout 15	<p>Share with participants: The Continuum of Coaching allows for true differentiation in the coaching process. It includes a range of possible professional development activities/opportunities that can be supported by the coach. The entry points are decided on by the teacher and the coach. It is not meant to be linear – a teacher can enter at any point according to the needs of the teacher and student achievement data. The activity (or opportunity) that is selected should provide a learning experience for the teacher and allow for the teacher and the coach to be co-learners as they move toward success for their students. Coaching can be done 1 to 1, small group, grade level, department, skill level, knowledge depending on the needs of teachers and goals of the school/district.</p> <p>Go over each entry point and have the participants discuss the possibilities for professional development.</p> <p>Once an entry point is determined and coaching activities are initiated, a coach may determine that a teacher will go either direction on the continuum for further professional growth. Ask the participants to respond to the following question: How do you know when to shift on the continuum?</p> <p>Discuss the increase/decrease of scaffolding as you move along the continuum. (Notice the entry points on the left of the continuum require more scaffolding, but decrease as you move to the right on the continuum)</p> <p>The continuum also moves from inter-active to intra-active coaching. Inter-active coaching is social interaction between someone and a more knowledgeable other; collegial conversation between coach and teacher. Intra-active coaching is being a reflective practitioner; when the teacher is self-extending and using their inner voice to reflect.</p> <p>The Continuum of Coaching is a framework for thinking – ask participants to respond to the following question: How can you differentiate coaching for professional learning opportunities?</p>

	<p>The continuum provides a structure for learning that takes into account adult learning, scaffolding to meet the needs of individual teachers and respects and builds on the knowledge that teachers bring to the table.</p>
Slide 6	<p>Share with participants: Confer-Observe-Debrief is the heart of coaching. Discuss the information on the slide (continues on slide 7)</p> <p>The teacher, not the coach drives the conversation!!</p>
Slide 7	<p>Continue with Confer-Observe-Debrief</p>
Slide 8	<p>Ask participants where (on the continuum) they spend most of their time? Why?</p> <p>Ask participants to place dots or post-it notes on one of the continuums (enlarge the continuum if possible) so everyone can see where the majority of coaches spend most of their time.</p> <p>Ask the following question: How do we decide where on the continuum to work with a teacher?</p>
Slide 9	<p>Share with participants: As we discussed earlier...the coaching continuum is not linear – it allows for various points of entry for individual teachers, depending on their need, skill level and professional learning goals. You will need to take into consideration:</p> <ul style="list-style-type: none"> • Years of teaching experience. • Comfort level with change. • Exhibits self-directed behaviors. Self-reflective; analytical. • Background knowledge of specific content. • Knowledge of student strengths and needs. Are the teachers collecting and using data? • Routines and procedures effectively established. Whether or not they are established and effective is key in the coaches’ decision for a coaching activity. <p>Ask the question:</p> <ul style="list-style-type: none"> • What are some other things to consider when thinking about entry points? <p>Share with participants: The same teacher can be at different points in the continuum depending on the context. The continuum allows for teachers to participate in professional development based on their individual needs.</p> <p>The considerations for entry points vary as you take into account the knowledge that you have of the teacher. The knowledge of the teacher drives the decisions for coaching activities.</p>

<p>Slide 10</p>	<p>Share with participants: As new learning occurs, look for evidence that teachers have reorganized, refined or revised their thinking – look for the shift.</p> <p>Ask participants: How will you know when the teacher has made the shift?</p>
<p>Slide 11</p> <p>Handout 15</p> <p>Scenarios</p> <p>FAIR-FS data</p>	<p>Participants will have an opportunity to read several scenarios and discuss where on the continuum they might be able to provide professional development for the teachers mentioned in the scenarios.</p> <p>As participants discuss the scenarios ask them to discuss considerations for entry points on the continuum.</p> <p>Continue to stress that there is no right or wrong answer to using the continuum. Discuss whole group: What could be possible entry points for each scenario and why?</p>
<p>Slide 12</p>	<p>Share with participants: Joyce and Showers research – huge % increase when coaching and follow up is provided.</p> <p>Ask participants to think about their own professional development as they discuss the following questions: How effective was it when only theory was presented? What about when modeling was added? Did it help to add the feedback? What happened to the impact when coaching was provided?</p> <p>Coaching is an essential component of professional development. Too often it stops after the modeling. First, teachers should learn about the theory, then see a modeling lesson, next they should have the opportunity to practice with feedback, then have the opportunity for the coach to assist with any misinterpretations or confusion and provide positive support to the teachers as they try the new practice.</p>
<p>Slide 13</p>	<p>Ask participants to reflect on the 2 quotes – You may want them to write their response and then share with whole group.</p>