Coaching in Motion: Mastering the Coaching Cycle





A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts 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 Supports 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.
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.
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.
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.
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.
3. Seek, determine and utilize appropriate collaborative partnerships with professional learning groups to expand knowledge and improve coaching practices.



Pre-Conference

Purpose/Key Take Aways:
A pre-conference is a purposeful, collaborative conversation between a coach and a teacher held before a classroom observation to clarify the teacher's goals, desired student outcomes and focus for learning. During this dialogue, the coach listens deeply to understand the teacher's intentions, co-develops the observation focus, and identifies the evidence or data that will best inform the post-conference reflection.

Notes:

Questions for Finding Out:	**Question Examples:**
These are questions that help the coach understand the thinking behind the teacher's planning and instructional decisions.	• What are your goals for students in this lesson? • What instructional strategies have you planned to meet your goals? • How will you know if students are understanding? • What data can we collect to help you reflect on the impact of this lesson?

Pre-Conference Demonstration	
Coaching Questions:	**Teacher Responses:**

Pre-Conference Demonstration Reflection: What did you learn about the teacher and the instructional plan for this upcoming vocabulary lesson?



Observation

Purpose/Key Take Aways:
An observation is the intentional collection of evidence during classroom instruction that focuses on student learning behaviors and outcomes, rather than on teacher performance alone. Guided by the goals identified in the pre-conference, the coach observes how students engage and respond to instruction to determine the impact of teaching decisions on learning.

Notes:

Evidence to Collect for This Lesson:	**Type of Tool:**
• Teacher actions (teacher moves) • Student actions (student responses and evidence of learning) • Evidence of scaffolded instruction	• T-chart • Student work

Observation Notes

Teacher Actions:	**Student Actions:**

Evidence of Scaffolded Instruction:

Observation Reflection: How did having a predetermined data type and tool support you as a coach during the lesson observation?



Post-Conference

Purpose/Key Take Aways:
A post-conference is a reflective, collaborative dialogue between the coach and teacher held after a classroom observation period. The purpose is to analyze the evidence gathered, particularly student responses and learning behaviors to determine the impact of instructional decisions.

Notes:

Questions for Reflection:
These are open-ended questions that generate teachers' exploration of learning that arise from their experiences.

Reflection Tips:
- Start with the teacher's goal.
- Analyze the data collected.
- Use statements such as "I noticed" instead of "you did."
- Invite the teacher to review the data prior to the post-conference and/or invite the teacher to interpret the data before you share insights.

Question Examples:
- What evidence of your planning did you see in the lesson?
- What evidence of student learning did you see in the lesson?
- What did you see in the lesson that differed from what you planned?
- What questions come to mind as you reflect on the lesson?
- How did the data collected answer your questions about student independence with vocabulary?
- What other types of data would help you in the future?
- How did the data collected support your goals for this lesson?
- What did you notice about the ways students responded to the scaffolds you provided?

Questions for Exploring Future Actions: These are probing questions around teachers' insights and learning to increase student success. **Steps:** 1. Return to the teacher's goal. 2. Ensure next steps address the student outcomes discussed earlier. 3. Identify what worked and should be continued. 4. Co-design instructional next steps.	**Question Examples:** • How could we go about finding the answer to your questions from the lesson? • What did you learn from this lesson that will impact future planning? • What are the next learning goals for the students to continue to make progress? • What scaffolds were successful and can be used in the next lesson? • What scaffolds may need revision for future lessons? • Which students needed more support and how might you address this in the future? • What support do you need/want (coaching, planning, co-teaching, professional learning, other)?
Post-Conference Planning	
Planning for Reflection Conversation:	**Planning for Future Actions Conversation:**
Post-Conference Practice Reflection: How did planning post-conference questions deepen your understanding of the coaching cycle process?	

Data That May Be Collected During Classroom Observations

- **Explicit Instruction:** The clarity and directness of instruction during a lesson.
- **Scaffolded Instruction:** The intentional support provided by the teacher to allow learners to carry out a task or solve a problem they could not do without that support.
- **Differentiated Instruction:** Instruction that is adapted in response to the distinct assessed needs and skills of individual learners.
- **Time on Task:** A measure of the percentage of students who are doing the learning that is proposed for them at different points during a lesson.
- **Experience Sampling:** A way for students to communicate their level of engagement by circling a number on an engagement form every ten minutes.
- **Instructional and Non-Instructional Time:** A measure of the percentage of time when activities in the class are (a) related to learning and (b) not related to learning.
- **Real Learning Index:** A global measure that combines time on task and instructional time.
- **Ratio of Interaction:** A measure that compares the number of times teachers attend to students when students are behaving appropriately with the number of times teachers attend to students when students are acting inappropriately.
- **Corrections:** A measure of how often teachers correct student behaviors that they have identified as ones that need to be corrected.
- **Disruptions:** The number of times per ten minutes that students interrupt the teacher teaching or other students learning.
- **Respectful Interactions:** The number of student interactions that demonstrate respect.
- **Type and Kind of Questions:** The number of (a) open, (b) closed, (c) right and wrong, or (d) opinion questions asked by a teacher.
- **Level of Questions:** The number of knowledge, skill and big idea questions asked (or some other assessment of question levels such as Bloom's taxonomy).
- **Opportunities to Respond:** The number of times students are prompted to respond to questions or other prompts, such as response cards, during a lesson.
- **Correct Academic Responses:** The percentage of correct answers students give during a lesson.
- **Different Students Responding:** The number of different students who respond during a lesson.
- **Teacher vs. Student Talk:** The percentage of time that work in the classroom is mediated by the teacher compared with the percentage of time work is mediated by students.

Adapted from Florida Center for Reading Research and the Florida Department of Education. (2022). *Florida Literacy Coach Program Handout 1: Data That May Be Collected During Classroom Observations* [Class handout]. Florida Center for Reading Research

Questioning Data Collection Table Example

Benchmark/Focus: _____

Question	Recall	Application of Skills or Concepts	Strategic and Complex Reasoning	Student Responses	Additional Notes

Observation Data Collection T-Chart Example

Benchmark/Focus: _____

Teacher Actions	Student Actions

Evidence of Scaffolding