That's Me!
Better Coaching Conversations

Critical Listening - Listening Set Asides

Pause

Paraphrase

Nudge
Who am I? What experiences have put me here?

Briefly state:

☐ Name?

☐ Role(s) you have played in education?

☐ Experience with coaching or being coached?

☐ What is your biggest question/wondering about coaching?
Community Building
Who are you? What experiences have put you here?

Find a partner you have not met.
Introduce yourself.
Briefly state:
- Name?
- Role(s) you have played in education?
- Experience with coaching or being coached?
- What is your biggest question/wondering about coaching?
Reflect: Trio Standing Conversation

What do we already know about literacy coaching, and how does that shape our questions, knowledge, and ways of working as a group?

What do we hope to gain by learning more about literacy coaching?

Understanding the lay of the land: What are some of the themes emerging from the literature around coaching?
Working Agreements

Stay positive (assume positive intentions of others)
Put all ideas on the table
Value and honor all voices
Listen Intently
Listen, pause, think, share
Build your network
Have fun!
Protocols Allow us to:

- Facilitate **structured, focused, reflective, collaborative dialogue** about instructional practice and student work
- Create space for in-depth dialogue in our hectic schedules
- Take risks in conversations
Agenda

1. Community building—beginning to develop your network
2. Review:
   a. Why are we here? The Third Grade Reading Bill
   b. Deliberate, research-informed efforts to foster literacy: 
      Essential Instructional Practices in Early Literacy
3. Context for a Literacy Coach
4. Understanding and identifying your role as an Early Literacy Coach (ELC)
5. Developing collaborative relationships with teachers and administrators.

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Goals for the day

1. To understand Third Grade Reading Bill and what effect this has on Literacy Coaching.
2. To understand the role of an Early Literacy Coach
3. To understand interactions between the Coach and Teacher.
4. To develop a network of support.
Laying the Foundation

Why are We here?

What might be the impact to teaching and learning of the 3rd grade Reading Bill?

House Bill 4822

In what ways might this Bill affect our work?
Using the cards at your table, what picture/word might you most identify with when considering the effects the 3rd Grade Bill might have on our work?
Understanding the Research

What has been identified as highly Effective Practices in Early Literacy?

How might this document guide the work of Early Literacy Coaches?

KNOW, THINK I KNOW, WANT TO KNOW?
KNOW, THINK I KNOW, WANT TO KNOW?

How might this document guide the work of Early Literacy Coaches?

On a chart:
Characteristics? Skills? Experiences? .......?

<table>
<thead>
<tr>
<th>Know</th>
<th>Think I know</th>
<th>Want to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Community Building/Networking

Find a picture on your phone to share

Pair up

Share what is important about the picture you chose to share.
Break

Take 10
Groups of four: Jigsaw

Everyone read pp 1-3 (up to Recognizing Collaboration as an Asset)

1. Read Sections: Recognizing Collab. As an Asset- Providing a Continuum of Learning Opportunities.
2. Read Section: Determining Program Focus
3. Read Sections: Determining Program Scope-Literacy Coach Continuum
4. Read Sections: Choosing the Right Tools-One for All and All for one!
Reflect and Share

What are some ideas that resonated with you?
Why Coaching?
Essential Questions

Guiding our work:
• What are some of the characteristics of an effective Instructional/Literacy Coach? What do they need to know and be able to do?

• How might Instructional/Literacy Coaches build teacher capacity for selecting, implementing, evaluating the impact of Effective Teaching Strategies and foster teacher reflection?

• How might an effective Instructional/Literacy Coach help teachers use effective teaching strategies based on student data?

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Research on Instructional/Literacy Coaching

Recent Research Indicates That With Classroom Coaching, Implementation rates rise...
85% - 90%
## Professional Learning Strategies and their level of impact

Sources: Student Achievement through S
d/development 3rd edition by Bruce J
c and Brandy Devers, Alexandria, VA
ACEC 2002.

<table>
<thead>
<tr>
<th>Components of Training</th>
<th>Awareness Plus Concept Understanding</th>
<th>Skill Attainment</th>
<th>Application/Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Theory</td>
<td>85%</td>
<td>15%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Modeling</td>
<td>85%</td>
<td>18%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice and Low Risk Feedback</td>
<td>85%</td>
<td>80%</td>
<td>10-15%</td>
</tr>
<tr>
<td>Coaching/Study Teams/Peer Visits</td>
<td>90%</td>
<td>90%</td>
<td>85-90%</td>
</tr>
</tbody>
</table>

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Quote Mingle

Select a quote

Read, think, stand, pair, share
Add to your **KNOW, THINK I KNOW, WANT TO KNOW?** Chart

What are the characteristics of an effective early literacy coach (ELC), what do they need to know and be able to do?
What is EFFECTIVE?

EFFECTIVE is defined as success based on student outcomes— not did I like it, or did the students like it— but WAS IT EFFECTIVE?
The Character of a Coach
Success depends on trustworthiness

(3-4 People) First Turn, Last Turn

1. Each read the article to self,
2. Highlight 2-3 items that catch your attention.
3. Round Robin share, first turn shares their items with no elaboration.
4. Moving to the right, each member comments on the designated item.
5. Finally, the rotation returns to the first speaker who gets the last turn.
6. Continue around the table.
Add to your KNOW, THINK I KNOW, WANT TO KNOW? Chart

What are the characteristics of an effective early literacy coach (ELC), what do they need to know and be able to do?
Lunch- Please be ready to start back at 12:30
What are the roles?

What is your role?
The roles of the administrator
The roles of the teacher
<table>
<thead>
<tr>
<th>ROLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coaches</strong></td>
<td></td>
</tr>
<tr>
<td>Classroom Supporter</td>
<td>Providing descriptive feedback based on teacher requested observation</td>
</tr>
<tr>
<td>Instructional Supporter</td>
<td>Building teacher capacity by working with intervention groups for short</td>
</tr>
<tr>
<td></td>
<td>periods of time in elementary classrooms</td>
</tr>
<tr>
<td>Curriculum Specialist</td>
<td>Promoting implementation of state standards through adopted curricula</td>
</tr>
<tr>
<td>Data Coach</td>
<td>Facilitating conversations using data to drive instructional decisions</td>
</tr>
<tr>
<td>Resource and School Leader</td>
<td>Identifying a variety of resources to enhance classroom instruction and</td>
</tr>
<tr>
<td></td>
<td>student achievement</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>Reflecting, refining, and implementing effective instructional practices to</td>
</tr>
<tr>
<td></td>
<td>increase student achievement</td>
</tr>
<tr>
<td>Learning Partner</td>
<td>Engaging in professional collaborative relationships</td>
</tr>
<tr>
<td>Assessor</td>
<td>Participating in data conversations that influence instructional decisions</td>
</tr>
<tr>
<td><strong>Principals</strong></td>
<td></td>
</tr>
<tr>
<td>Communicator</td>
<td>Building understanding of the interconnectedness of the coaching model</td>
</tr>
<tr>
<td></td>
<td>school improvement plans, and district initiatives</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Collaboratively planning and coordinating professional learning</td>
</tr>
<tr>
<td>Instructional Leader</td>
<td>Supporting coaches and teachers in the coaching model</td>
</tr>
</tbody>
</table>
What might be the importance of the role of the administrator?

- Select coaches comfortable with conflict, resistance, and multiple demands on their time.
- Be clear on the mission, role, and development of site-based coaches.
- Help coaches have a greater impact by focusing them on one or two goals within the school’s school improvement plan.
- Create ways to collaborate.
Think, Pair, Share: What do you notice? What do you wonder?

**Figure 2.1: Minimum Qualifications and Desire Skills for Literacy Coaches**

<table>
<thead>
<tr>
<th>MINIMUM QUALIFICATIONS</th>
<th>DESIRED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Excellent teacher of reading, preferably at the levels at which he or she is coaching;</td>
<td>- Look for the positive in each interactive opportunity;</td>
</tr>
<tr>
<td>- In-depth knowledge of reading processes, acquisition, assessment, and instruction;</td>
<td>- Strong listening skills, questioning abilities, and confidentiality;</td>
</tr>
<tr>
<td>- Expertise in working with teachers to improve their practices;</td>
<td>- Willingness to embrace the teacher/coach model as a way to address professional</td>
</tr>
<tr>
<td>- Excellent presenter and group leader; and</td>
<td>development needs;</td>
</tr>
<tr>
<td>- Experience or preparation that enables her to model, observe, and provide feedback</td>
<td>- Support the individual teacher’s learning;</td>
</tr>
<tr>
<td>about instruction for classroom teachers.</td>
<td>- Coach individuals and groups to identify their strengths, areas of potential</td>
</tr>
<tr>
<td></td>
<td>growth, and steps to take in improving instruction;</td>
</tr>
<tr>
<td></td>
<td>- Provide instruction and coaching that honors the diversity of students and</td>
</tr>
<tr>
<td></td>
<td>teachers;</td>
</tr>
<tr>
<td></td>
<td>- Communicate appropriately with all involved in the success of the program.</td>
</tr>
</tbody>
</table>

Source: National Reading Technical Assistance Center.56
What Matters for Elementary Literacy Coaching?

Each Teach: Groups of 7

Each member identify the section of text to read. Read quietly, highlighting what resonates with you to “teach” your group. Each person will “teach” group members about their section.
What Matters for Elementary Literacy Coaching?

Reflect and share
Stand Up, Pair Up, Square Up
Small Group Discussion

1. Stand up,
2. find someone and introduce yourself, share your thinking about the readings.
3. Square up: In groups of 4 (one may have 5):
   - What themes did you find emerging from the readings?
   - What questions did these readings generate for you?
Spot It!
Reflect on Learning

1. Choose a card,
2. Find someone who matches one of the pictures on your card.
3. Share thinking: *What are some ideas you have more clarity around?*
4. Find another person who matches your card.
5. Share thinking: *What are some wonderings you might have?*
How might you spend your time?
Allocation of Time
### Example of Core Coaching Elements

**Figure 2.4: Core Coaching Elements, BPS**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
<td>With the coach, the team meets weekly to review and discuss readings and research on their course of study.</td>
</tr>
<tr>
<td>Lab Site</td>
<td>Each week, the teachers and coach take turns observing and teaching in a host classroom — using strategies they have studied in their inquiry — and analyzing the strategy’s effectiveness in a debrief after each session. Each lab site begins with a pre-conference in which the team reviews the purpose of the lesson and agrees on what to watch for.</td>
</tr>
<tr>
<td>Follow-Up</td>
<td>The coach and/or members of the teacher team make visits to individual classrooms, and further discuss the lesson’s effectiveness.</td>
</tr>
</tbody>
</table>

Source: Boston Public Schools
Guiding Questions

How can coaching operate as a school improvement mechanism?
How can coaches act as agents for building capacity and coherence in a school?

Readings: Choose an article, group by like articles.


Identify partner A and B

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Break

Take 10
Read and Example

Guiding Questions

After reading your article,

1. Partner A share what resonated with you around the guiding questions and an example that comes to mind.

   How can coaching operate as a school improvement mechanism?
   How can coaches act as agents for building capacity and coherence in a school?

2. Partner B shares

3. Pairs Square- 2 A partners and 2 B partners
Reflect and Share:

How can coaching operate as a school improvement mechanism?

How can coaches act as agents for building capacity and coherence in a school?
<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Enrollment</td>
<td>The coach initiates a one-on-one interview prior to engaging in professional learning activities. The interview helps build common ground, develop interests and concerns, and establish a rapport between teacher and coach.</td>
</tr>
<tr>
<td>Collaborative Planning</td>
<td>Teacher and coach collaboratively develop a practical plan for the implementation of a new teaching practice, and build a rubric to help guide observation of the lesson’s delivery.</td>
</tr>
<tr>
<td>Modeling the Lessons</td>
<td>The coach delivers the planned lesson in the teacher’s classroom, while the teacher observes and records notes on the observation guide.</td>
</tr>
<tr>
<td>Teacher-Directed Post-Conference</td>
<td>Immediately following the coach’s model lesson, the teacher facilitates a collaborative and constructive conversation.</td>
</tr>
<tr>
<td>Observing the Lesson</td>
<td>The pair then reverses roles, with the teacher delivering the planned lesson and incorporating elements learned during the previous three steps. During the lesson, the coach records observations on the rubric.</td>
</tr>
<tr>
<td>Collaborative Data Exploration</td>
<td>Immediately following the teacher’s lesson, teacher and coach discuss the lesson, incorporating data from the coach’s observation rubric.</td>
</tr>
<tr>
<td>Continued Support</td>
<td>The coach provides continuous support in the development of lessons and pedagogical techniques, until both parties feel recognize mastery of the practice.</td>
</tr>
</tbody>
</table>

Source: Knight and Cornett\(^{18}\)

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\(^{16}\) Ibid. pp. 32-33.
Table Talk: Using the Guiding Questions

Innovative Coaching Models (Video from Teaching Channel)

How do different coaching models presume different coaching roles & responsibilities?
What roles and responsibilities do coaches assume across grade levels?
How should a school or district decide on a coaching model?
Guiding Principles for Coaching

Student work is at the heart of our work

Professional learning emerges from mutual respect, collegial relationships and a shared responsibility for student learning.

Multiple entry points in the coaching continuum provide team members the opportunity to engage in professional learning.

Job embedded learning provides authentic context.

Learners benefit from descriptive feedback relevant to their professional goals.

Gradual release of responsibility supports student and adult learning.
Seven Core Practices for Student-Centered Coaching

(A Comparison: Student-Centered, Teacher-Centered, and Relationship-Driven Coaching)

1. Setting student learning goals for coaching cycles
2. Creating learning targets for coaching cycles
3. Using student evidence to co-plan instruction
4. Organizing coaching through coaching cycles
5. Co-teaching with a focus on effective teaching practice
6. Measuring the impact of coaching on student and teacher learning
7. Partnering with the school leader
Launching coaching cycles is the first step,

Relationships are the foundation for all forms of coaching,

Data discussions to be in-the-moment, descriptive, and formative,
Results Based Coaching Tool

What might this look and sound like?
Coach Model

Share success
Celebrate
- coach to teacher
- teacher to coach
- teacher to student
- coach to school team
- school team to communities

Build rapport and develop relationships
Understand adult learners
- acknowledge strengths
- appreciate difference
- consult
- collaborate

Support reflective practice
Give feedback
- constructive feedback
- reciprocal feedback
- identify next steps/goals
- evidence-based practice

Facilitate conversations
Be a listener
- challenge thinking
- pose questions
- plan
- target strategies
- use data

Model explicit teaching
Model, co-teach, observe
- connect to teacher’s work
- match to teacher’s needs
- tie explicitly to improving practice
- effective pedagogy/curriculum knowledge

‘Coaches work for teachers, with teachers, from the classroom outwards’

Figure 1: Coach Model (Sheehan, 2010)
Better Coaching Conversations

Critical Listening - Listening Set Asides

Pause

Paraphrase

Nudge
**Data Collection:**

**Sample Contact log**

**Directions:** Use this template to record time spent in various coaching practices. Aggregate data by individual coach, school, level of school, or district to gain information for coaches, their supervisors, and the coach champion to analyze and determine which coaching practices affect teacher practice and student learning.

<table>
<thead>
<tr>
<th>Date</th>
<th>What</th>
<th>Co-planning</th>
<th>Classroom model/co-teaching</th>
<th>Classroom observation/feedback</th>
<th>Problem solving</th>
<th>Resource development</th>
<th>Data analysis</th>
<th>Facilitation/participation in professional development in small groups</th>
<th>Training</th>
<th>Own professional development</th>
<th>Meetings</th>
<th>Other</th>
<th>Who was involved? (star if an inductor)</th>
<th>Comments</th>
<th>Next steps</th>
</tr>
</thead>
</table>
### MY WORK OF THE DAY

**Day**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>WHO ELSE WAS INVOLVED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 a.m.-7:20 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:20 a.m.-7:40 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:40 a.m.-8 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 a.m.-8:20 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:20 a.m.-8:40 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:40 a.m.-9 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 a.m.-9:20 a.m.</td>
<td></td>
<td></td>
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<tr>
<td>9:20 a.m.-9:40 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:40 a.m.-10 a.m.</td>
<td></td>
<td></td>
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<tr>
<td>10 a.m.-10:20 a.m.</td>
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<td></td>
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<tr>
<td>10:20 a.m.-10:40 a.m.</td>
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<td></td>
</tr>
<tr>
<td>10:40 a.m.-11 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 a.m.-11:20 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:20 a.m.-11:40 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:40 a.m.-noon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noon-12:20 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20 p.m.-12:40 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:40 p.m.-1 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 p.m.-1:20 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20 p.m.-1:40 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40 p.m.-2 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 p.m.-2:20 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:20 p.m.-2:40 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:40 p.m.-3 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 p.m.-3:20 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:20 p.m.-3:40 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:40 p.m.-4 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Collection:

**MY WORK OF THE WEEK**

Create categories of work, such as:
- Identifying resources for teachers
- Meeting one-on-one with a teacher
- Observing a classroom lesson
- Modeling a lesson
- Meeting with a grade-level group
- Doing paperwork

**KEEPING TRACK OF TIME BY CATEGORY:**

- Indicate with check marks how many 20-minute increments were used for each activity.
- Multiply your marks by 20 to arrive at the number of minutes that were used for each activity.
- When you have done this for each category, calculate the percentage of time devoted to each task during the week.

(To make this process go more quickly, you may want to use a colored marker or highlighter to identify each category of work before you transfer information from the chart on the previous page to the chart below.)
## Basic Agreements

<table>
<thead>
<tr>
<th>Basic Agreements</th>
<th>Design Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>What roles do I take on?</td>
<td>What are the specific job responsibilities you want me to take on?</td>
</tr>
<tr>
<td>How and when will we communicate?</td>
<td>How will we implement classroom support?</td>
</tr>
<tr>
<td>How will I tell you about my work?</td>
<td>Which teacher will I work with?</td>
</tr>
<tr>
<td></td>
<td>What will we focus on?</td>
</tr>
<tr>
<td>How will we handle conflict?</td>
<td>What resources and materials are available to me?</td>
</tr>
<tr>
<td>How will we deal with staff members who are unhappy</td>
<td>What are the important dates I need to put on my calendar?</td>
</tr>
<tr>
<td></td>
<td>Will I be a part of any school leadership/improvement team?</td>
</tr>
<tr>
<td></td>
<td>If so, who will be included on this team?</td>
</tr>
</tbody>
</table>
Add to your **KNOW, THINK I KNOW, WANT TO KNOW?** Chart

**Where is your thinking now?**
3-2-1 Reflection

3- WHAT ARE 3 THINGS YOU HAVE LEARNED TODAY?

2- WHAT MIGHT BE TWO THINGS YOU WILL SHARE WITH OTHERS?

1- WHAT MIGHT BE ONE QUESTION OR WONDERING YOU STILL HAVE?
MDE Early Literacy Assurances


- Implementing an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of support ([http://www.michigan.gov/mde/0,4615,7-140-28753_65803-322534--,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_65803-322534--,00.html)).
MDE Early Literacy Assurances

- Determining individual progress for pupils in grades K to 3.

- The use of data from diagnostic tools to determine the necessary supports and interventions needed by individual students in grades K to 3 in order to be reading at, or above, grade level.

- The administration of and the use of data collected from the Kindergarten Entry Assessment (KEA) (http://www.michigan.gov/mde/0,4615,7-140-22709_65339--,00.html).

- Using student observational data to inform and adjust Tier 1 instruction.

- Developmentally Appropriate Practices (DAP) (http://www.naeyc.org/DAP) for core instruction.

- Appropriate instructional technology practices and implementation at the K-3 level.

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Protocols we might use:

I (we) use protocols to:

Guide our work

Back to the Future, World Café, Chalk Talk

Debrief classroom observations.

Various observation protocols (Video and Live Observations)

Discuss professional texts in depth.

4 A’s, Three Levels of Text Protocol, Text Rendering Experience

Analyze Data

Data Driven Dialogue Protocol,
Better Coaching Conversations

http://leadershipcoach.server291.com/presentations/BCWJim%20Knight.PDF

Belief Statements- Stand by the poster