Building Expertise in Coaching

Module 5a
Differentiation

Differentiation

- What are some of the challenges you face as a literacy coach in meeting the different professional learning needs of your teachers?

- In what ways do you differentiate coaching to support these needs?

- What role does reflection play within the teacher's learning process?

Differentiation

"Learning should be differentiated to provide multiple options for taking in information, making sense of ideas and sharing the information learned"
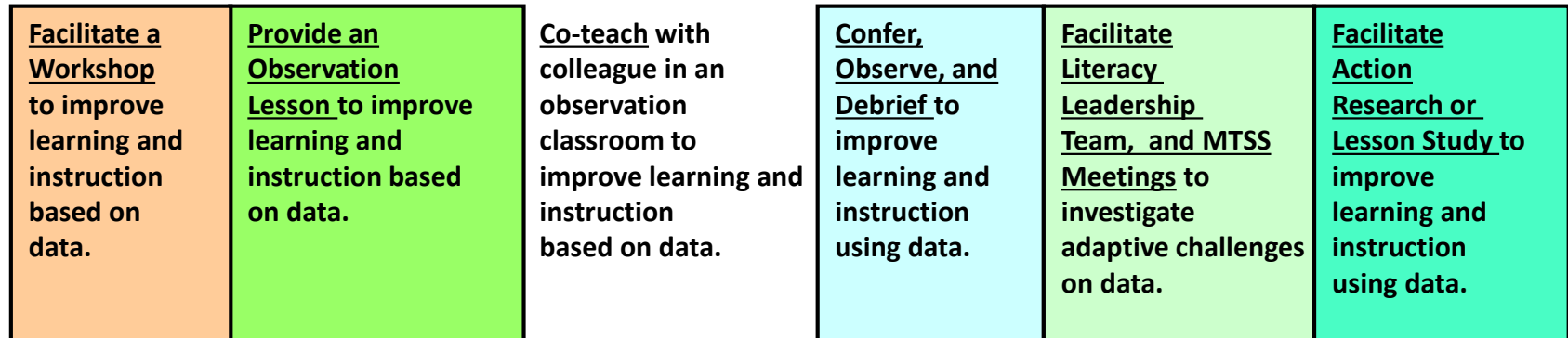
Tomlinson & McTighe, 2006

CONTINUUM OF COACHING

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

Inter-active coaching ⟵⟶ **Intra-active coaching**

| Facilitate a Workshop to improve learning and instruction based on data. | Provide an Observation Lesson to improve learning and instruction based on data. | Co-teach with colleague in an observation classroom to improve learning and instruction based on data. | Confer, Observe, and Debrief to improve learning and instruction using data. | Facilitate Literacy Leadership Team, and MTSS Meetings to investigate adaptive challenges on data. | Facilitate Action Research or Lesson Study to improve learning and instruction using data. |

⟵————————————⟶

Disequilibrium

Increased scaffolding
Subject-centered pedagogy

Reflection

Decreased scaffolding
Solution-seeking andragogy

adapted from
Puig, E.A. & Froelich, K.S. (2011), 2nd ed.
The Literacy Coach: Guiding in the Right Direction

Confer-Observe-Debrief

Confer

- Agreed upon focus

- Reflective conversation

- Clarify teacher's focus

- Evidence of student learning

Observe

- Match pre-conference information with what you see

- Record what you see and hear

- Sketch physical environment

Confer-Observe-Debrief

Debrief

- Conversation linked to agreed upon focus

- Use questions to invite the teacher to share responses and reflections

- Clarify

- Paraphrase

- Prompt

- Evidence of student learning?

- Next steps?

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The consideration of entry points on the continuum vary:

Considerations may include:

1. Years of teaching experience.

2. Comfort level with change.

3. Degree of self-directed behaviors exhibited by the teacher.

4. Background knowledge of specific content.

5. Knowledge of student strengths and needs.

6. How established routines and procedures are in a classroom.

By differentiating professional learning . . .

" . . . we acknowledge that teachers are individuals who need and want various kinds of support depending upon content, circumstances, personal experience, and timing."

Moran, 2007

Using the Continuum

Chose a scenario at your table. Using the information given in the scenario, determine the best entry for this teacher on the coaching continuum.

Be prepared to share your ideas:

Where on the continuum would you place this teacher? Why do you feel this is the best place?

Relationship Between Levels of Impact and Components of Professional Development

Joyce and Showers, 2002

Components of Training \ Levels of Impact	Conceptual Understanding	Skill Development	Effective Use In Classroom
Presentation Of Theory	10%	5%	0%
Theory + Modeling	30%	20%	0%
Theory + Modeling + Practice and Feedback	60%	60%	5%
Theory + Modeling + Practice and Feedback + Coaching	95%	95%	95%

Reflection
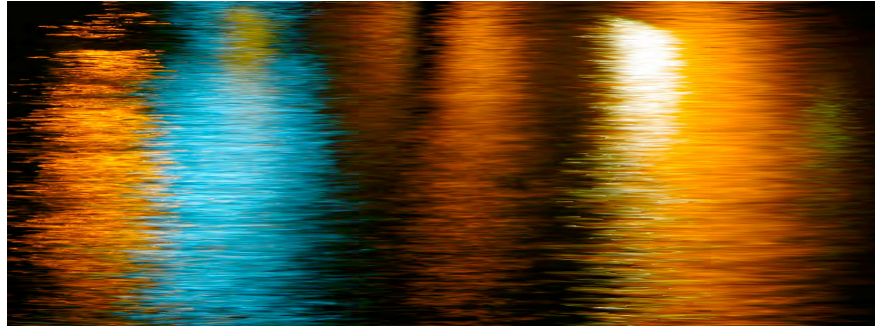
"When coaching is approached as a continuum of professional development, it diminishes resistance to a literacy coach by colleagues."

Puig & Froelich, 2007, p. 48

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"It is the teacher, not the coach, that evaluates the lesson's success."

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