Building a Coaching Toolbox

Standards, Strategies and Supports for Advanced Literacy Coaching

Session 1

FLORIDA DEPARTMENT OF EDUCATION
—fldoe.org

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Advanced Coaching Track: Sessions 1 and 2

Who	What and Why	How

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Building a Coaching Toolbox:
Session 1 Objectives

Analyze

- Analyze components of Florida Literacy Coaching Domains and Standards.

Explore

- Explore practices of data collection to inform instruction and professional learning opportunities.

Practice

- Practice using reflective dialogue to assist teachers in setting goals and developing action plans to meet their goals.

Which visual represents your definition of literacy coaching?

Images: Canva

Introducing Florida Literacy Coaching Definition, Domains and Standards

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.

Florida Literacy Coaching Domains

A	B	C	D	E
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	Ability to effectively collect and use data on instructional practices to inform and implement professional learning opportunities	Knowledge of and ability to apply effective pedagogy and andragogy	Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture	Ability to grow professionally

Text Discussion Protocol

Round 1: Share a Sentence

Round 2: Share a Phrase

Round 3: Share a Word

Discuss, Debrief, Reflect

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.

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Coaching Reflection

Strengths to Build Upon

Growth Opportunities

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Domains A-B: Standards-Based Literacy Instruction Data Collection

"It is a capital mistake to theorize before one has data."

– Sherlock Holmes

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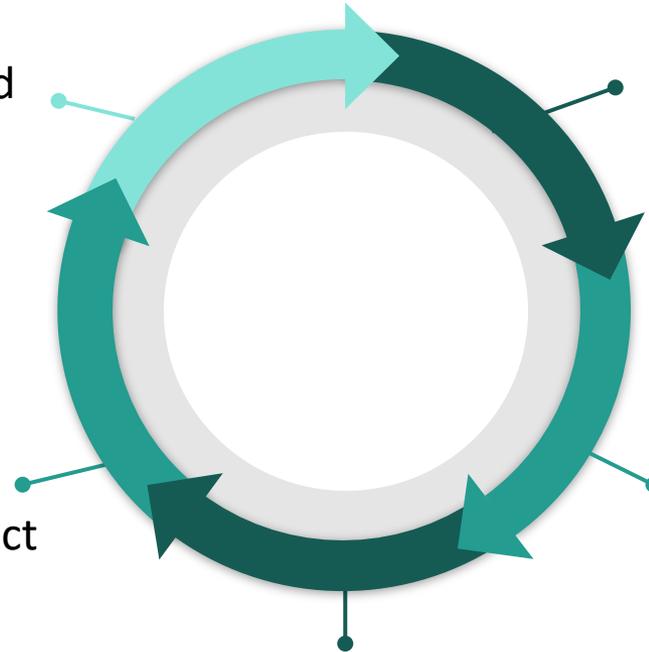
Implement and Monitor
Practice the strategy and collect data to monitor progress.

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

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

"A process that can move a person from where he is to where he wants to be." –Elena Aguilar

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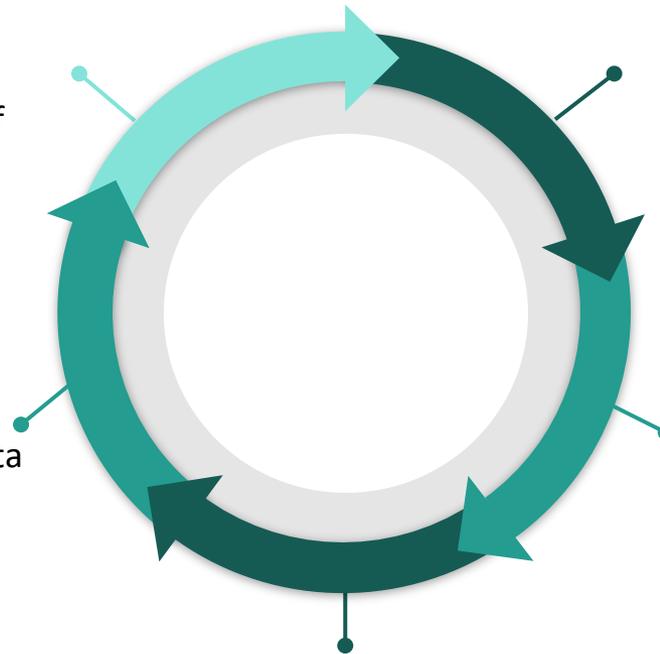
Sources of Data Provide a Current Picture of Reality

This? That?

- Student work
- Formal observation
- Informal observation
- Walkthrough
- Survey students
- Video

Images: Pixabay

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Data Collection: Video

Data Collection: Video

What are the benefits of video data collections?

Turn and Talk

Benefits
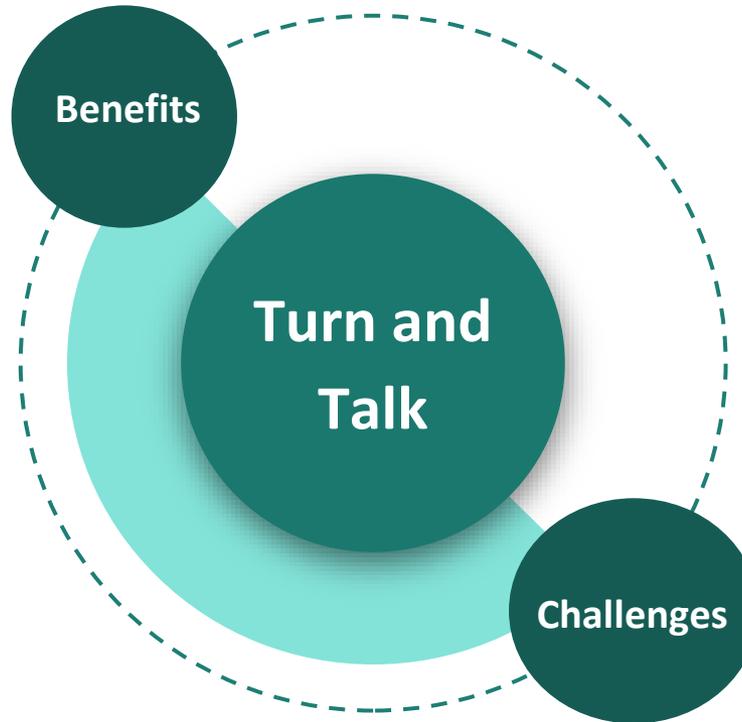
Challenges

What challenges could occur with video data collection?

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Image: Pixabay

Narrowing the Focus

- Questions are a guide, not a checklist.

- The focus stays on the students.

- Teachers drive the discussion and do most of the talking.

Image: Pixabay

Narrowing the Focus

Partner A	Partner B
You are a coach who has encouraged your teacher to reflect on a video of a lesson. You want to meet with the teacher to facilitate a conversation that will help narrow the focus of your work.	You are a teacher who has recently reviewed a video of your lesson. You are meeting with your coach to choose an area of growth to focus on for your work together.

Image: Pixabay

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Image: Pixabay

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PEERS goals are:

Powerful: Focused on student learning and reflects an ongoing need;

Easy: Simple for the teacher to understand and implement;
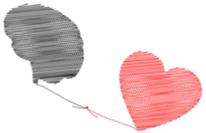
Emotionally compelling: Considers what matters to the teacher;

Reachable: Able to be measured and reached using a specific strategy; and

Student-focused: Address student achievement, behavior or attitude.

-Jim Knight

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Setting Goals

What instructional strategy would you like to learn or try to help students achieve this goal?

How will you know when the goal has been met?

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Image: Pixabay

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Learning Through Modeling and Monitored Practice
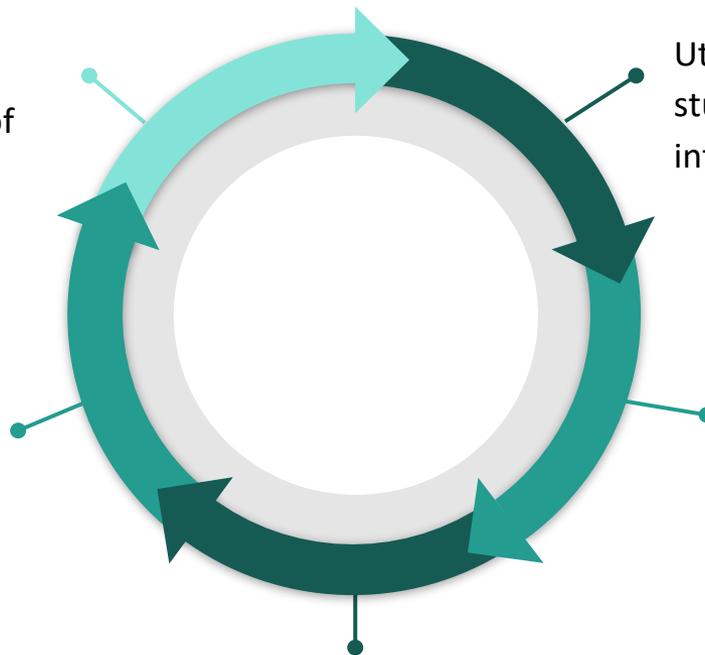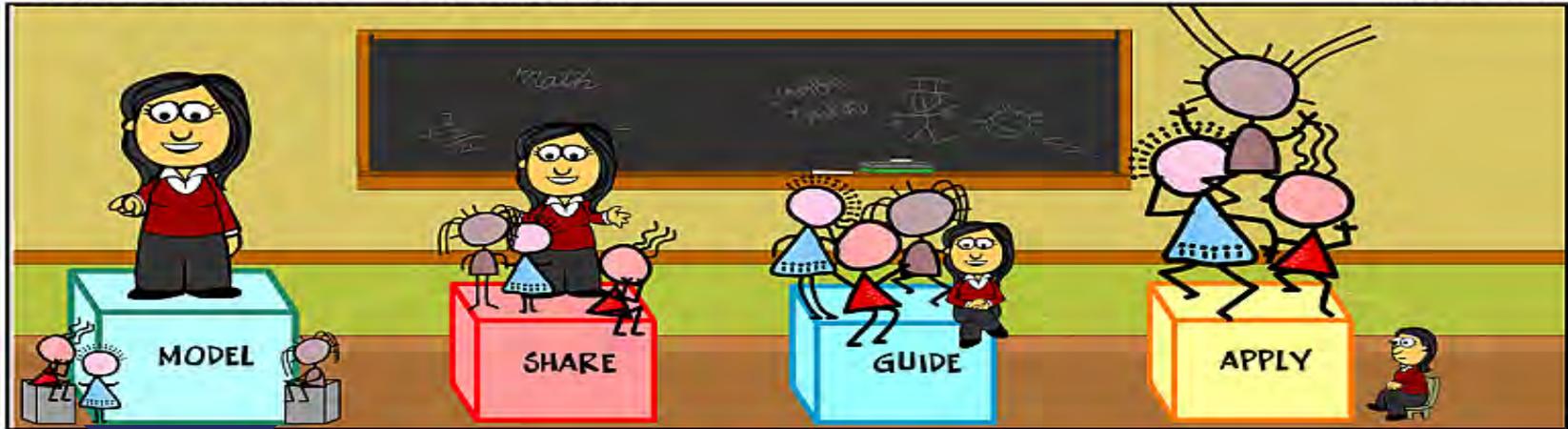
- With students

- Without students

- Video model

- Model classroom

Learning Through Modeling and Monitored Practice
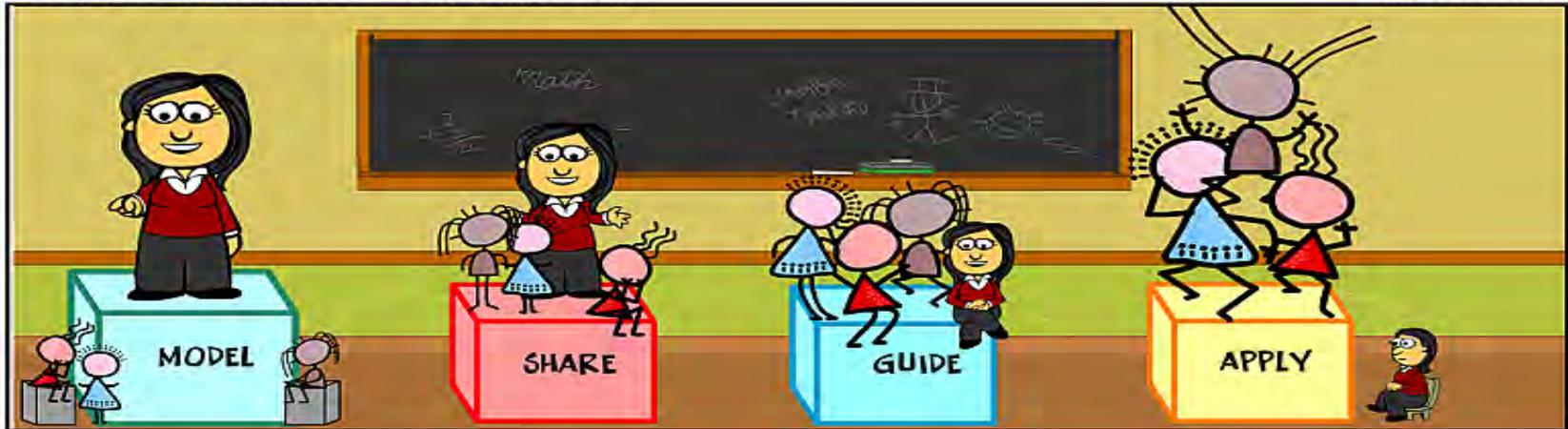
- Pre-lesson practice

- Co-teaching together

- In the moment coaching and feedback

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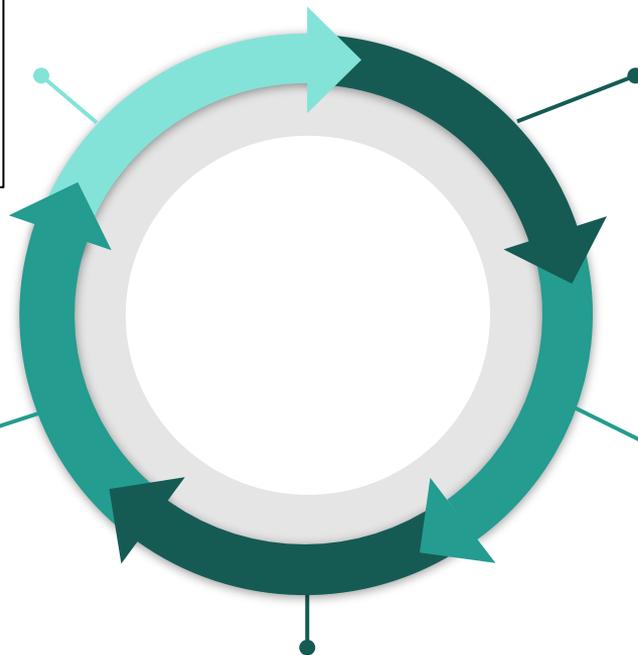
What is your current picture of reality?

A study conducted by Baker and Showers (1984), indicated that teachers who had a coaching relationship where they shared experiences and planned together were more likely to try new strategies and apply them effectively than teachers who did not have coaches.


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Final Thoughts

What three tools will you add to your toolbox?

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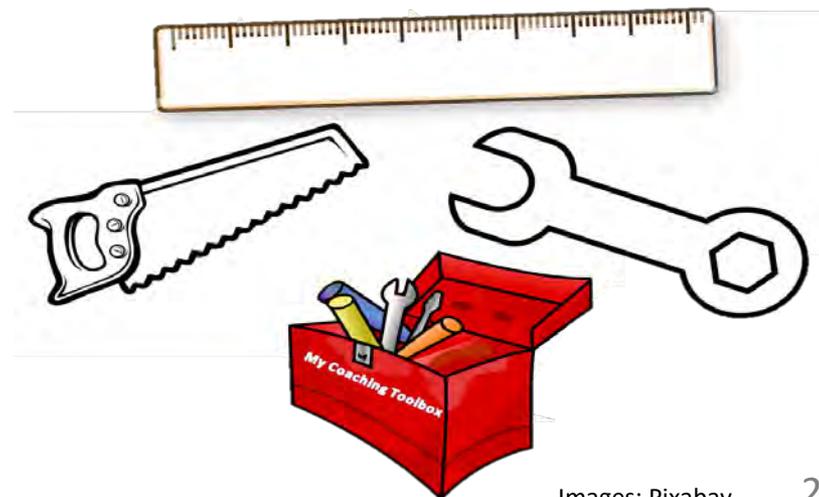
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