



# Coaching to Empower Teachers: An Introduction to Working with Adult Learners Session 2

## Just Read, Florida!





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# Introduction of Presenters

## Session Objectives

- Roleplay to create an effective partnership agreement between teacher and coach
- Identify ways building leadership capacity can support building relationships
- Create a communication document designed to share coaching opportunities in a way that invites teacher voice and choice

# What does a coach do?

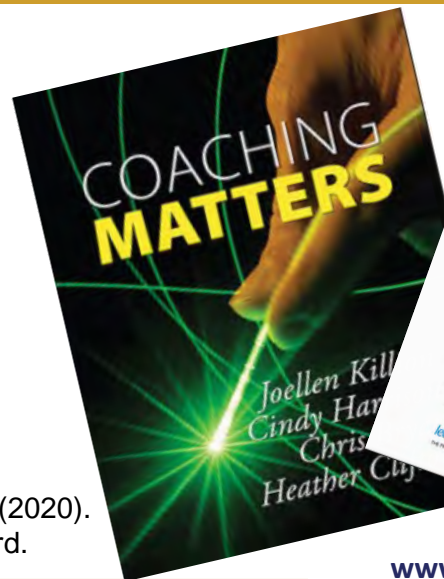
- Lead professional development
- Facilitate Professional Learning Communities (PLCs)
- Facilitate planning sessions
- Engage in coaching cycles
- Model, co-teach and observe lessons
- Give feedback
- Facilitate data discussions
- Lead small reading or writing groups
- Support curriculum implementation
- Promote the school's vision



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“Developing relationships is at the heart of responsive teaching. It is also at the heart of responsive literacy coaching.”

-Cheryl Dozier, *Responsive Literacy Coaching*



Killion, J., Bryan, C., & Clifton, H. (2020). *Coaching matters*. Learningforward.

Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2014). Teacher-coach relationships. *Tools for Learning Schools*, 17(4), 1–4.



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## Creating Effective Agreements

“To have a constructive and productive relationship, teachers and coaches agree in advance on how they will work together and the kind of work they will do.”

(Handout #4 Teacher-Coach Relationships, page 1)

# Creating Effective Agreements

- Reduces anxiety and creates a foundation for a trusting relationship
- Includes a description of the roles, responsibilities and needs of the coach and teacher, an outline of the desired outcomes, a plan for how the data will be collected and measured and a statement of confidentiality
- Emphasizes confidentiality between the coach and the teacher in order to establish trust and gain confidence
- Can be discussed using an agenda and finalized with a summary restatement to ensure agreement
- Evolves over time as the relationship between coach and teacher matures

# Creating Effective Agreements

BASIC AGREEMENTS	DESIGN ISSUES
<p><b>What are your worst fears and best hopes for our work together?</b></p> <p><i>Teacher:</i></p> <ul style="list-style-type: none"> <li>I am afraid that you will judge my teaching to be less than satisfactory.</li> <li>I am afraid that having you in my classroom will distract the students.</li> <li>I hope that our work together will make a difference for my students.</li> <li>I am hoping that I will learn many new things.</li> </ul> <p><i>Coach:</i></p> <ul style="list-style-type: none"> <li>I am afraid I won't be able to help you enough to see a difference in student achievement.</li> <li>I hope you will see me as a peer.</li> </ul>	<p><b>How will we know about student achievement in your classroom? What data will we collect?</b></p> <ul style="list-style-type: none"> <li>We will plan an entire unit together, examine student work along the way, and evaluate the results of the final assessment.</li> <li>We need to know what skills students are starting with in relation to the unit being taught.</li> </ul>
<p><b>How do you want me to interact with you?</b></p> <ul style="list-style-type: none"> <li>We will communicate by email.</li> <li>We will each have a copy of all of our joint work.</li> <li>We will be totally confidential as far as any evaluative comments we may make about each other's work.</li> </ul>	<p><b>How and when will we co-plan and teach?</b></p> <ul style="list-style-type: none"> <li>We will meet Wednesday to plan the lesson. We will each need to bring our materials with us.</li> <li>We will start teaching this unit the next Monday.</li> </ul>
<p><b>What resources and materials will we need?</b></p> <ul style="list-style-type: none"> <li>Teacher will bring curriculum guide and pacing chart.</li> <li>Coach will bring additional books that we could use for reading aloud during the unit.</li> </ul>	<p><b>How can we implement demonstration lessons/co-teaching/visits with feedback in your classroom?</b></p> <ul style="list-style-type: none"> <li>We will start this unit with the coach modeling the first read-aloud lesson. Then we will co-teach during the first week. By the end of week 2, the teacher will teach a lesson incorporating a read aloud with a focus on the English language learner students.</li> </ul>
	<p><b>Where do we want to start in your classroom? What are our priorities?</b></p> <ul style="list-style-type: none"> <li>Our priorities are to master using reading aloud as part of our reading mini-lessons. We also want to integrate reading into all the content areas.</li> </ul>



# Creating Effective Agreements

## Let's roleplay!

*Partner A* – You are a second-year teacher who struggles with effective Tier 1 instruction. You are nervous about seeking help from a coach.

*Partner B* – You are the coach meeting with this teacher to discuss your work together.

Using the sample in your packet as a guide, roleplay how your initial conversation might go and begin to create your partnership agreement!



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## Building Teacher Leadership Capacity

“When teacher leaders are **active** within a school and assume **leadership responsibilities**, their sense of **collegiality** is stronger, they feel more **engaged** and **professional** and they have a greater effect on **student achievement.**”

(Handout #4 Teacher-Coach Relationships, page 2)

# Building Teacher Leadership Capacity

- *All* teachers have leadership potential and responsibilities.
- Leadership can take many forms based on your school vision and opportunities.
- Using a gradual release model helps teachers gain confidence as they assume leadership roles.



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## Communicating About Coaching Services

“These communication tools help a coach prepare and be ready to focus when working with teachers. Teachers then can consider in advance how to benefit from the coach’s support, which increases their engagement, intentionality and, potentially, the results.”

(Session 1 Handout #4 Teacher-Coach Relationships, page 3)

# Communicating About Coaching Services

- Describes the variety of coaching supports you can offer
- Provides details of best ways to connect with you as a coach
- Allows the teachers to have a voice and choice in the type of coaching they receive
- Increases engagement, intentionality and results

*Everyone deserves a coach!*

# Communicating About Coaching Services

Dear Truman Elementary Staff,

My name is Janine Santiago, and I am so excited to be serving as the new Truman Elementary Literacy Coach. My family and I have recently moved from Ohio where I served as a K-5 Reading Interventionist. I look forward to getting to know each one of you as we work together this year to see our students thrive!

Coaching and supporting teachers is my passion because I believe that everyone deserves the opportunity to grow their practice through coaching services! Below are some of the ways we might work together:

- Co-planning
- Nonevaluative observation with feedback and reflection
- Exploring resources and curriculum
- Scheduling the literacy block
- Examining student work samples
- Team teaching
- Examining student data and creating next steps
- Listening and support with brainstorming to solve problems

I would love to talk with you more about these opportunities to see which one might be the right fit for you as you begin a new school year. Feel free to reach out to me via email at [santiagoj@lssd.edu](mailto:santiagoj@lssd.edu) or stop by my office for a brief chat. I look forward to our work together this year!

Your coach,

Janine

# Communicating About Coaching Services

## Alex's Coaching Menu

This menu provides a brief overview of the ways we can work together. I am always up for new ideas and opportunities!

<p><b>Co-planning:</b> collaboratively plan a lesson or series of lessons incorporating best practice</p> <p><b>Lesson Plan Feedback:</b> provide suggestions and strategies</p> <p><b>Scaffolding Support:</b> offer resources and strategies for differentiating lessons, materials, and texts</p>	<p><b>Team Teaching:</b> teach a lesson together after co-planning</p> <p><b>Demonstration Lesson:</b> demonstrate a lesson in your classroom while you observe and debrief following the lesson</p> <p><b>Instructional Feedback</b> provide non-evaluative observations with specific feedback based on an area you choose</p>	<p><b>Reflection:</b> reflect on student learning in your classroom through conversation</p> <p><b>Listening and Support:</b> lend an open and confidential ear for a topic of your choosing</p> <p><b>Brainstorming Session:</b> collaboratively bounce ideas off each other for upcoming lessons, classroom issues, etc.</p>
<p><b>Topics to Study Together:</b> Explicit Minilessons Supporting Academic Vocabulary Implementing the New B.E.S.T. Standards Scaffolding Instruction</p>		

To take advantage of these opportunities or to share an alternative idea you have for working together, please send an email to [ballada@prncp.edu](mailto:ballada@prncp.edu). You may also drop by my office to pick up a "Working With You" slip to fill out and leave in my mailbox. I look forward to hearing from you because...

*Everyone Deserves a Coach!*



# Supporting Teachers with B.E.S.T. Implementation

## *Supporting Teachers with B.E.S.T. Implementation*

*One way my thinking was confirmed was...*

*One new idea I want to remember is...*

*One action step I need to take is...*





## Final Thoughts

“The coach’s role is to create a trusting, collaborative relationship with teachers, to make the process inviting, to listen deeply, to seek to understand teachers’ needs and to support them in meeting their individual, team, school and district goals.”

(Session 1 Handout #4 Teacher-Coach relationships, page 3)



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