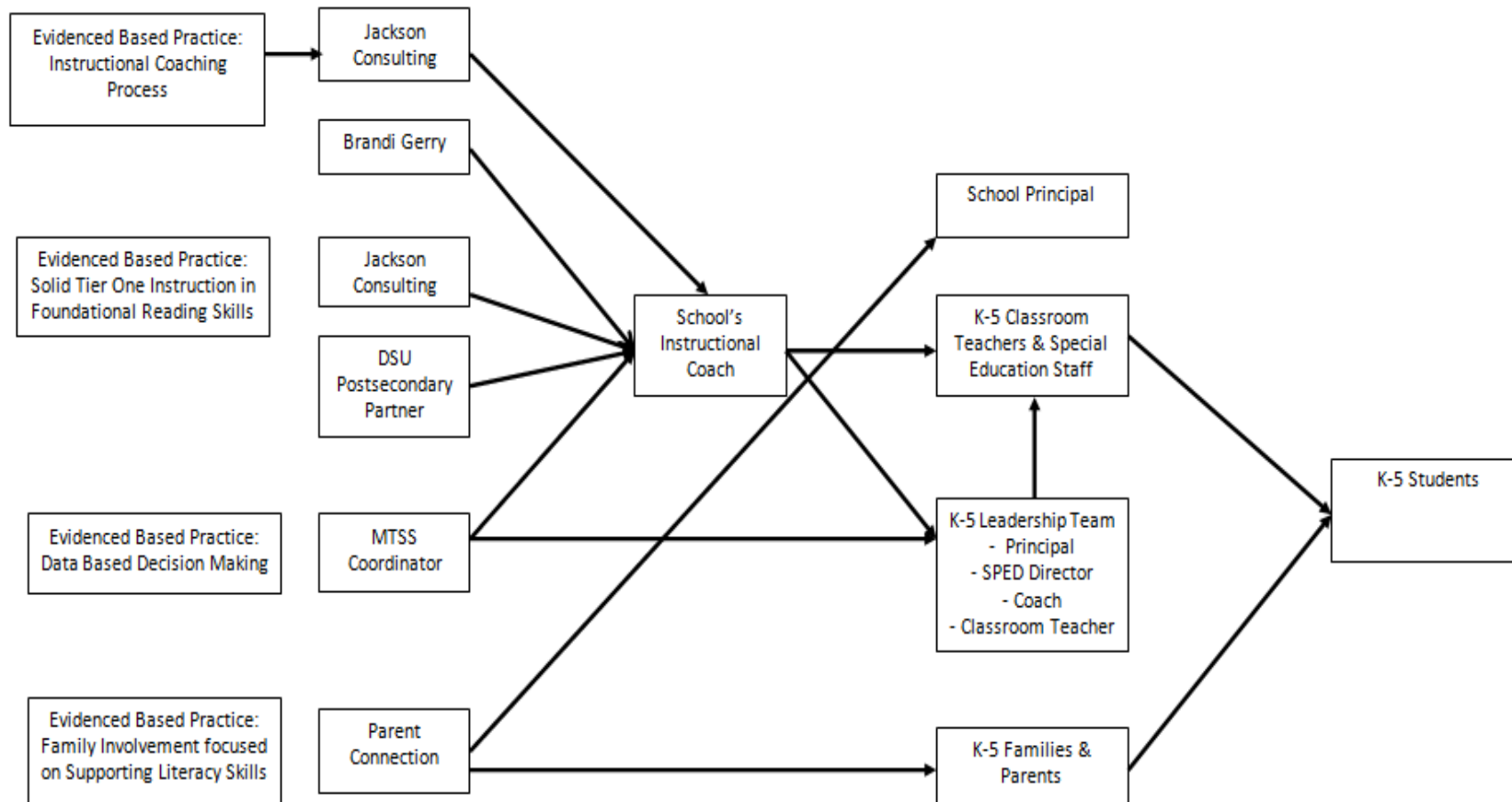


# Role of Literacy and Coaching



# Why Instructional Coaching?

## Why Coaching?...

### Developing Intentional Teaching

Ability to explain own teaching practice

		Don't Know	Know
Ability to teach	Can't Do	 <p><b>Mysterious</b> <i>Unknown</i></p>	 <p><b>Theoretical</b> <i>Unable to demonstrate</i></p>
	Can Do		

Source: Dink, K. and Wiley, J. (2011) Advancing Teacher Impact Through Coaching. *Journal of Instructional Development*, 34(1), 1-10.

# Why Instructional Coaching?

## Why Coaching?...Attainment of Outcomes with Professional Learning Approaches

Professional Learning Approaches	Outcomes%		
	Knowledge (thorough)	Skill (strong)	Transfer (executive implementation)
Study of Theory	10	5	0
Demonstrations	30	20	0
Practice	60	60	5
Peer Coaching	95	95	95

## Why Coaching?...Visible Learning Effect Size on Student Learning

*John Hattie's Visible Learning:  
Synthesis of Over 800 Meta-  
Analyses Relating to Achievement*

### Collaborative Learning...

teachers working together to establish  
1) essential learning purposes, 2)  
gathering evidence of learning, and 3)  
using evidence to discuss, evaluate,  
plan, and improve instruction

**VI Effect Size: .84**...double the  
typical student learning impact



Source: Hattie, John, Masters, Debbie, & Birch, Katie (2016). *Visible Learning In Action: International Case Studies*

 Impact. Routledge, Abingdon, Oxon OX.

# Why Instructional Coaching?

- Danielson Framework & Coaching Connections

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>Domain 1: Planning &amp; Preparation</b></p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <p>1b Demonstrating Knowledge of Students</p> <p>1c <b>#2 COACHing Focus:</b> <b>High-Leverage Learning through Backwards Lesson Design</b></p> <p>1d Designing Coherent Instruction</p> <p>1e Designing Student Assessments</p>	<p><b>DOMAIN 2: Classroom Environment</b></p> <p><b>Domain 2: The Classroom Environment</b></p> <p>2a Creating an Environment of Respect and Support</p> <p>2b Establishing a Culture for Learning</p> <p><b>#1 COACHing Focus:</b> <b>Soft Skills of Engagement for Classroom Culture &amp; Management</b></p> <p>2c Managing Student Behavior</p> <p>2d Organizing Physical Space</p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>Domain 4: Professional Responsibilities</b></p> <p>4a Maintaining Professionalism</p> <p>4b Communicating with Families</p> <p><b>Ongoing COACHing Focus:</b> <b>Reflection, analysis and learning as an individual and colleague</b></p> <p>4c Growing and Leading Professionally</p> <p>4d Showing Professionalism</p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>Domain 3: Instruction</b></p> <p>3a Creating Instructional Opportunities</p> <p><b>#3 COACHing Focus:</b> <b>High-Leverage Learning through Instructional Gradual Release</b></p> <p>3b Engaging and Supporting All Learners</p> <p><b>#4 COACHing Focus:</b> <b>Using Assessment and Data as a Guide to Student Learning</b></p> <p>3c Demonstrating Assessment and Data Use</p>

# Why Instructional Coaching?

## So “Why Coach?”



When we move **COACH** away from being a **NOUN** and instead move it toward a **VERB...COACHing** becomes an professional learning **OPPORTUNITY** **AND** ultimately a **RESPONSIBILITY** for all educators!

 **C**olleagues **O**bserving **A**ssisting **C**ommunicating & **H**elping

## Team Discussion Activity

<p><b>The Instructional Coach Will...</b></p>	<p><b>The Instructional Coach Will Not...</b></p>
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# SPDG Coaching Components

## Components of the Literacy Coaching:

- Foundational Reading Skills PD to K-5  
TIER 1---Instructional Supports
- Facilitate Data Analysis Digs (BOY, MOY, EOY)
- Onsite Coaching for K-5 teachers
- Administrative & Building Team Support

# Training Dates



Summer 2018

8:00- 5:00 p.m.

May 29, 30, 31

Mackay-Library

Commons

Pierre, SD

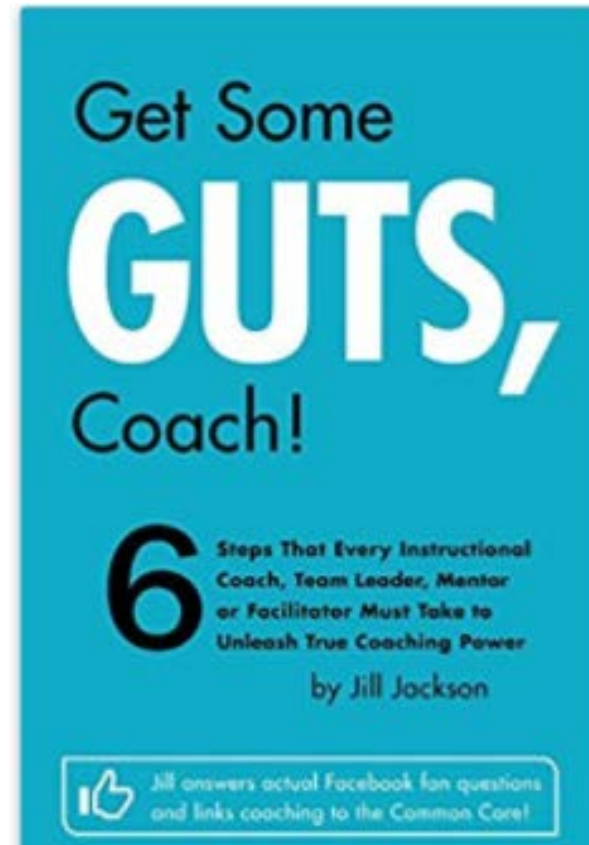
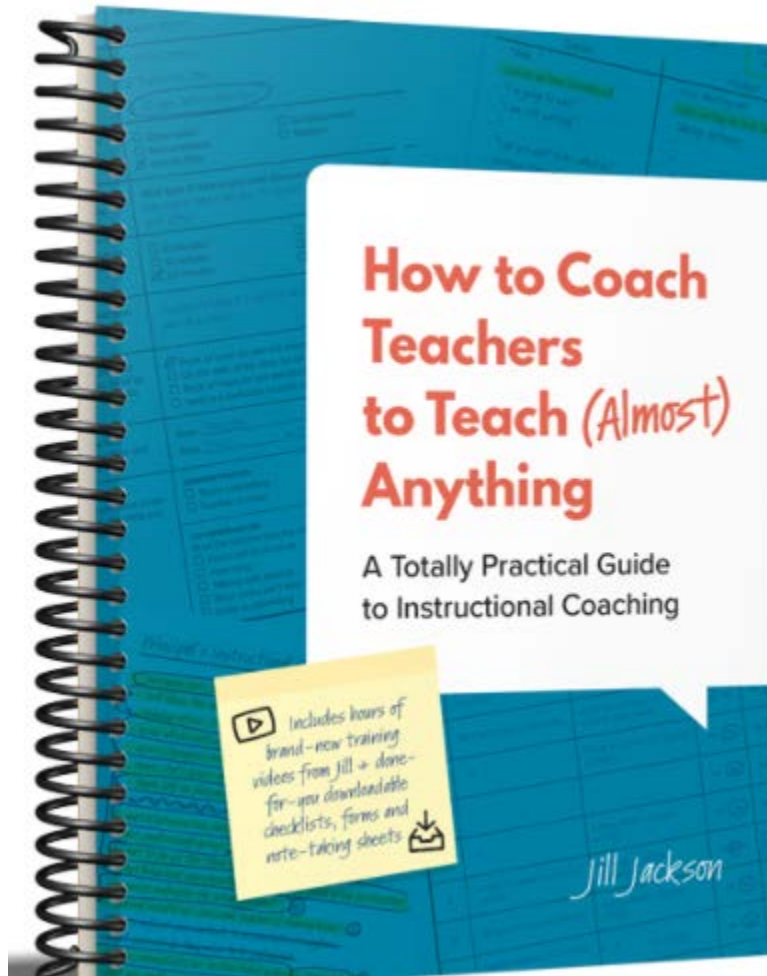
Coaching: Days 1, 2, & 3

New coaches




Trainer: Jill Jackson

# Instructional Literacy Coaching Supports

Evidenced Based Practice:  
Instructional Coaching Process



## Instructional Coaching: Cheat Sheet for Teachers

 Pre-Conference	 Gathering Data	 Debriefing
<p><b>STEPS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Link to principal's instructional goal</li> <li><input type="checkbox"/> 1-3 potential starting points</li> <li><input type="checkbox"/> Style of coaching</li> <li><input type="checkbox"/> Data to gather</li> <li><input type="checkbox"/> Length of time</li> <li><input type="checkbox"/> Notetaking</li> <li><input type="checkbox"/> Where to sit</li> <li><input type="checkbox"/> Debrief start and ending time</li> </ul>	<p><b>STEPS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation</li> <li><input type="checkbox"/> Demonstration</li> <li><input type="checkbox"/> Side-by-Side</li> <li><input type="checkbox"/> Co-Observation</li> <li><input type="checkbox"/> Shadow</li> </ul>	<p><b>STEPS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Restate purpose</li> <li><input type="checkbox"/> Teacher reflects</li> <li><input type="checkbox"/> Share data and notes</li> <li><input type="checkbox"/> One encouragement</li> <li><input type="checkbox"/> 1-2 specific adjustments</li> <li><input type="checkbox"/> Reflect on how to implement</li> <li><input type="checkbox"/> Set next coaching date</li> <li><input type="checkbox"/> Reflect on coaching relationship</li> </ul>
<p><b>QUESTIONS TO ASK MYSELF PRIOR:</b></p> <ul style="list-style-type: none"> <li>• What are 1-2 things that currently frustrate me during my teaching?</li> <li>• What professional development have I had success with or struggled to implement that I think is really important?</li> <li>• What are the names of a couple of students that I can't seem to move? Why do I think they're stuck?</li> <li>• My data is showing that _____ is a trend. Do I need help in this area?</li> </ul>	<p><b>QUESTIONS TO ASK MYSELF PRIOR:</b></p> <ul style="list-style-type: none"> <li>• What teaching data would mean a lot to me?</li> <li>• Have I/we set up the notes to capture the most important information?</li> <li>• Are there specific students that I would like to check on during this phase?</li> <li>• How can I carry the feedback I get from the data into my lesson planning in the future?</li> </ul>	<p><b>QUESTIONS TO ASK MYSELF PRIOR:</b></p> <ul style="list-style-type: none"> <li>• If I were in the balcony of the classroom, what would I have wanted to see during this lesson?</li> <li>• What questions about the data or the lesson do I have for my coach?</li> <li>• What stands out as a "needs to change right away" from this lesson?</li> <li>• What am I really feeling confident about in my teaching?</li> <li>• What content do I need to work on?</li> </ul>

- Pre-Conference Session
- Coaching Session-Gather Data
- Debriefing Session

# Admin/Coaching Supports

## Principal and Coach 15 Minute Weekly Calibration

DATE \_\_\_\_\_

Take a few minutes prior to the meeting to jot down your own notes in each of the boxes. Be sure to use teacher names and be as specific and direct as possible. These notes are private between you and the principal and will never be seen by any staff member. This quick reflection will allow both of you to get your gut-checks out into conversation and prepare to get down to the nitty gritty of your coaching work in these 15 minutes together.

<p>How are we doing on accomplishing our instructional goal in the big picture? (2 MINUTES)</p>	<p>Which grade levels/teachers are struggling to make progress toward the instructional goal? (2 MINUTES)</p>	<p>Which grade levels/teachers are making progress toward the instructional goal? (2 MINUTES)</p>
<p>What type of adjustment do we need to make in our team meetings to continue our progress or to jump-start it? (2 MINUTES)</p>	<p>Are there specific teachers who are struggling with coaching and receiving feedback? What can we do to address their reluctance and move forward? (3 MINUTES)</p>	<p>Are there specific teachers who are progressing really well in coaching who need direct encouragement from the principal? (1 MINUTE)</p>
<p>Coach to principal: What would you like to see from me next week as I coach? (1 MINUTE)</p>	<p>Principal to coach: What support do you need from me to continue progressing in your coaching? (1 MINUTE)</p>	<p>What is the date and time for our next meeting? (1 MINUTE)</p>

# Administrative Supports

- MTSS Supports
- Literacy Supports
- Jackson Consulting
- Book Studies
- Webinars

