

Guidelines for Reading First Coaching

Instructional Leadership	
	<ul style="list-style-type: none"> Provides support, mentoring, and assistance to all K–3 classroom teachers in the full and skillful implementation of the district or school's <i>Reading First</i> program.
	<ul style="list-style-type: none"> Serves as a resource for identifying appropriate instructional strategies and interventions to address diverse learning needs and to improve all students' achievement.
	<ul style="list-style-type: none"> Conducts demonstration lessons using research-based instructional strategies.
	<ul style="list-style-type: none"> Assists teachers in designing and delivering effective instruction.
	<ul style="list-style-type: none"> Collaborates with grade-level teams to set goals for improving instruction.
	<ul style="list-style-type: none"> Observes instruction in reading classrooms and provides "next step" support for all teachers.
	<ul style="list-style-type: none"> Prepares forms, records, and reports, as directed.
Assessment	
	<ul style="list-style-type: none"> Assists with the planning, training, and administration of assessments.
	<ul style="list-style-type: none"> Guides teachers in the use of screening, diagnosis, classroom-based (progress monitoring), and outcome assessments.
	<ul style="list-style-type: none"> Assists grade-level teams in the analysis and use of assessment data to identify students for additional instruction, as well as to improve overall student achievement.
	<ul style="list-style-type: none"> Provides support and assistance to all teachers in implementing continuous progress monitoring.
	<ul style="list-style-type: none"> Meets regularly with the principal to review student assessment data and assess progress toward grade-level goals.
	<ul style="list-style-type: none"> Analyzes data from screening, diagnostic, classroom-based (progress monitoring), and outcome assessments to make adjustments in program implementation and professional development plans.
Professional Development	
	<ul style="list-style-type: none"> Organizes, schedules, and/or provides on-site staff development to ensure teachers are knowledgeable about SBRR, the core reading program and supplemental materials, intervention strategies for struggling readers, assessment administration, and the use of assessment data for instructional planning.
	<ul style="list-style-type: none"> Collaborates with teachers, administrators, and other reading specialists to identify campus and district professional development needs.
	<ul style="list-style-type: none"> Attends meetings as directed.
	<ul style="list-style-type: none"> Stays abreast of current reading issues by participating in training sessions presented by SBRR specialists or professional development providers.

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6. Student Assessment Coordinating or administering student assessments. <i>Coaches should spend limited time collecting data (e.g., perhaps as part of a data collection team, but not as a sole data collector) N/A (this is not a screening data collection period)</i>	Week 1	M	T	W	Th	F	Total 0	
	Week 2	M	T	W	Th	F	Total 0	
							Task Total 0	% 0%
7. Data Reporting Entering student assessment data into a spreadsheet or data management system. <i>Coaches should spend limited time, if any, on this task.</i>	Week 1	M	T	W	Th	F	Total 0	
	Week 2	M	T	W	Th	F	Total 0	
							Task Total 0	% 0%
8. Data Analysis Analyzing student data.	Week 1	M 3	T 2	W 1	Th	F	Total 6	
	Week 2	M	T 2	W	Th	F	Total 2	
							Task Total 8	% 10%
9. Meetings Attending meetings in my school, district or region regarding reading issues.	Week 1	M 3	T 2	W 2	Th 3.5	F	Total 10.5	
	Week 2	M 2	T 2	W 3	Th 3	F 3.5	Total 13.5	
							Task Total 24	% 30%
10. Knowledge Building Building my knowledge of SBRR and/or assessment through personal study or professional development.	Week 1	M	T	W	Th	F 2	Total 2	
	Week 2	M	T	W	Th	F 2	Total 2	
							Task Total 4	% 5%
11. Other Please indicate: _____ _____	Week 1	M	T	W	Th	F	Total 0	
	Week 2	M	T	W	Th	F	Total 0	
							Task Total 0	% 0%
Grand Total							80	hrs.

12. Successes

Please indicate any successes that have occurred in the last week.

The speaker we brought in on March 12th to provide a professional development session on fluency was great. Recent progress monitoring data shows that this is still an area we need to improve upon, especially in second grade. I was able to follow-up and model some of the fluency strategies presented at the PD that same week. I have had more requests for modeling, so that will continue next week as well.

13. Concerns

Please indicate any concerns that you have.

After the PD session, several teachers mentioned that although they enjoyed the session and learned a lot, they were concerned about how they would fit all the information into their already packed reading time. I plan to address this at grade-level meetings next week by discussing what teachers are currently doing related to fluency, reviewing the fluency data, and considering replacing some current practices with strategies presented that address the same objective. As teachers implement, we will examine the data closely to look for increases in student outcomes in the area of fluency.

Coaching Time Log								
Dates (complete over a 2 week time period): _____ (week 1) through _____ (week 2)								
Name:								
District:								
Schools served:								
Indicate how you spent your time as a Reading Coach during the past two-week period, using best estimates of time.								
TASK	HOURS							
1. Professional Development Providing or facilitating professional development sessions such as seminars, action research, study groups designed to increase educators' knowledge of Scientifically Based Reading Research (SBRR).	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
2. Planning Planning, developing and/or preparing professional development.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
3. Modeling Lessons Demonstrating model lessons in classrooms for teachers.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
4. Coaching Coaching (the observation process that includes planning conversation, observation & reflecting conversation) teachers in classrooms.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%
5. Coach-Teacher Conferences Conferencing with teachers regarding lesson planning, grouping for instruction, intervention strategies, etc.	Week 1	M	T	W	Th	F	Total	
	Week 2	M	T	W	Th	F	Total	
							Task Total	%

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							Task Total	%
Grand Total								_____ hrs.

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13. Concerns

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Skillful Teaching

- Use the district adopted reading/language arts program's instructional routines and procedures with appropriate pacing in both large and small group contexts
- Preplan judicious delivery of daily lesson objectives with alternate strategies to adjust for student needs
- Use program materials and structures to enhance student learning such as pre-teaching, re-teaching, guided and independent practice
- Use informal observation and classroom assessment data to diagnose learning errors and provide appropriate responses to student needs
- Identify those students who have not met daily learning objectives and plan for immediate reinforcement or intervention
- Monitor all students for active engagement and participation

ADD ADDITIONAL ELEMENTS:

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Refining Our Practice

Instructional Leadership	Identify Shifts	Coach Actions
<ul style="list-style-type: none"> Provides support, mentoring, and assistance to all K–3 classroom teachers in the full and skillful implementation of the district or school's <i>Reading First</i> program. 	<ul style="list-style-type: none"> New teachers New grade levels 	
<ul style="list-style-type: none"> Serves as a resource for identifying appropriate instructional strategies and interventions to address diverse learning needs and to improve all students' achievement. 		
<ul style="list-style-type: none"> Conducts demonstration lessons using research-based instructional strategies. 		
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<ul style="list-style-type: none"> Collaborates with teachers, administrators, and other reading specialists to identify school and district professional development needs. 		
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Sample What I Will, May, and Won't Do

A "Will, May, Won't" chart can be used to focus the discussion between principal and coach to define the coach's responsibilities and later to communicate with teachers. Sample "Will, May, Won't" chart for communicating with teachers:

What I <i>will</i> do . . .	What I <i>may</i> do . . .	What I <i>won't</i> do . . .
Visit your classroom during reading instruction	Model lessons in your classroom	<u>Evaluate</u> your performance as a teacher
Collaborate with you to set goals for improving instruction	Assist you in the organization or administration of progress monitoring data	<u>Report</u> anything you do or say to anyone
Provide support and assistance with reading instruction, reading assessment, and data analysis	Provide on-site training during your grade level meetings related to reading instruction	Interrupt your reading instructional time
Organize and provide professional development related to reading	Make recommendations of resources to enhance or supplement your instruction	
Meet with you and/or your grade-level team regularly to address questions, share information, etc.	Assist in the evaluation of current core, supplemental, and intervention programs on your campus	
Assist you in implementing progress monitoring into your classroom as well as critical elements of reading instruction that are shared at professional development sessions and team meetings		
Serve as your guide in implementing a 3-Tier Reading Model in your school		
Answer any questions you may have about reading or <i>Reading First</i> (if I don't know, I'll find out and get back to you)		
Assist in the development of a professional development plan based on student data to enhance reading instruction and intervention		

