



Literacy Content-Focused Coaching: A Model for Administrators & Coaches

Bridget Nolen, Content Development Manager, CLI

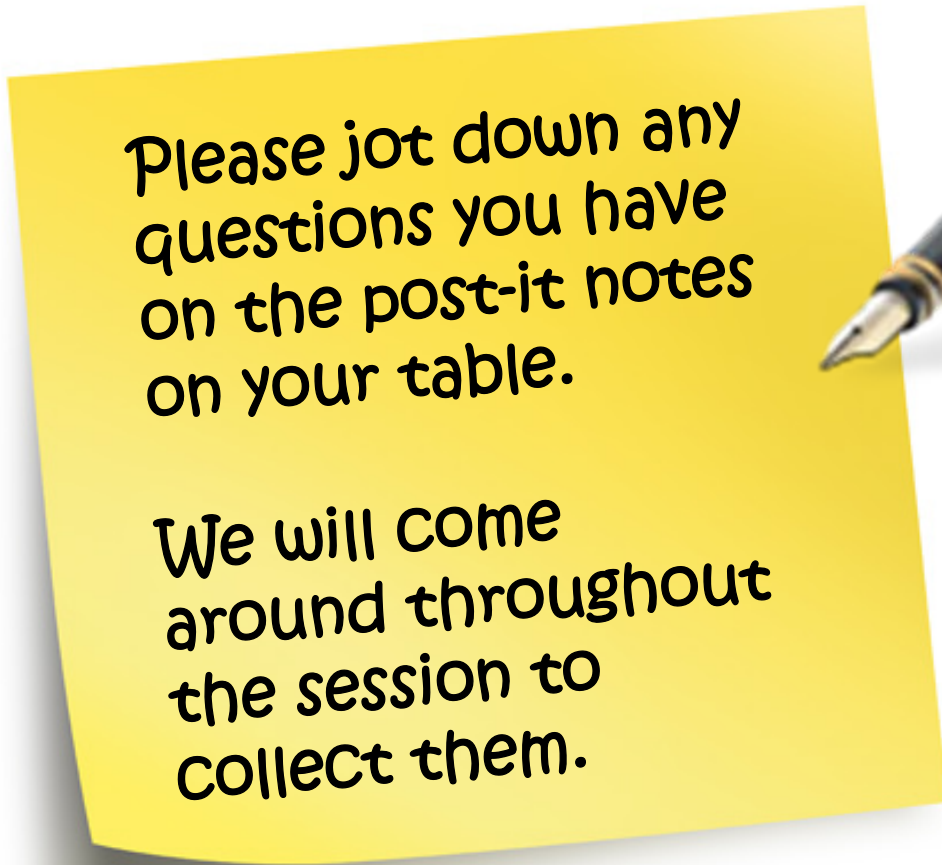
Caryn Henning, Northern Regional Manager, CLI

Today's Goals

- **The role of coaching within a “continuous professional development model”**
- **Role of the coach**
- **Types of coaching: Content-focused coaching**
- **View a coaching session**
- **Coaching action plans for teachers**
- **Measuring the impact of coaching on teacher learning and practice**
- **Developing and supporting literacy coaches**
- **The role of the principal**
- **The role of assessment**
- **Time for questions and answers**



Note Your Questions

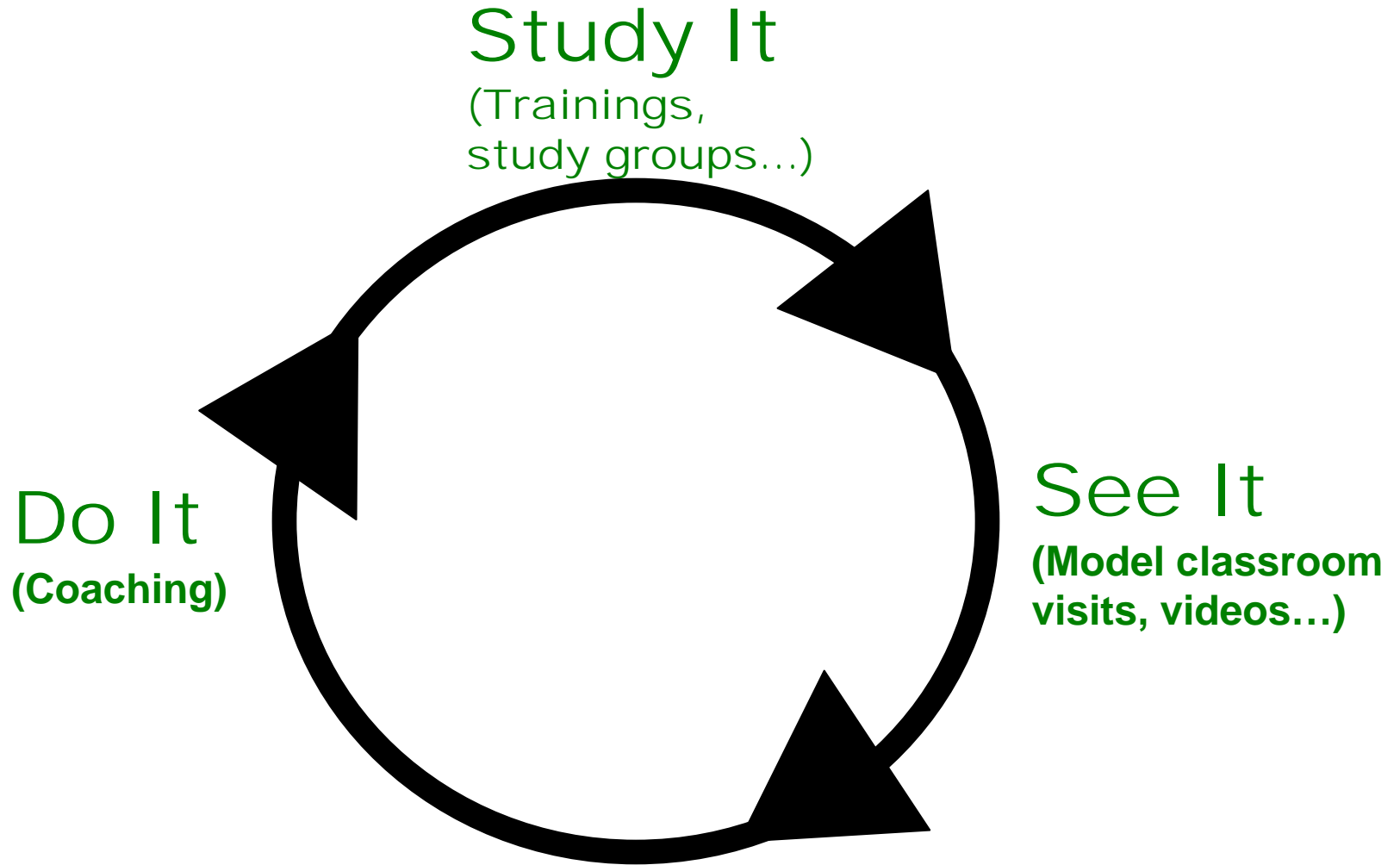


Please jot down any questions you have on the post-it notes on your table.

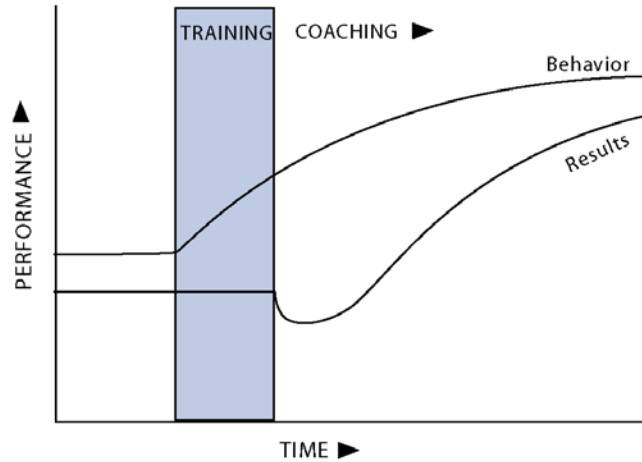
We will come around throughout the session to collect them.



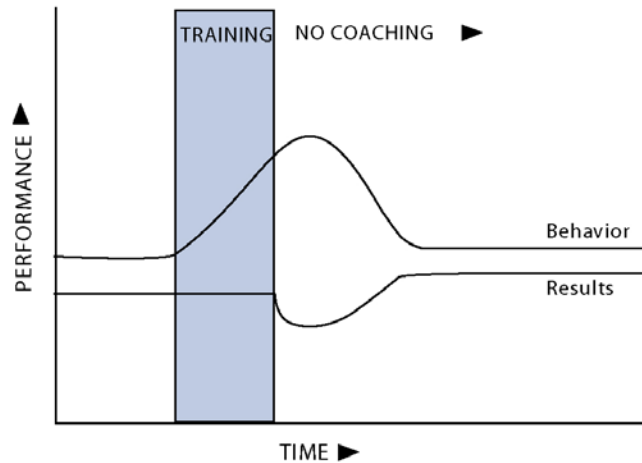
The Role of Coaching within a Continuous Professional Development Model



A. What Should Happen with a New Skill (with Coaching)



B. What Actually Happens with a New Skill (Without Coaching)



**Trainings +
Coaching =
Performance
Increases with Time**

**Trainings –
Coaching =
Performance
Increases
Temporarily
and then
Decreases**

Source: The Heart of Coaching : Using Transformational Coaching to Create a High-Performance Culture, 2nd ed. by Thomas G. Crane with Lerissa Patrick, FTA Press.

Professional development is best achieved when teachers...

- Engage in frequent, continuous and increasingly concrete and precise talk about teaching practice
 - Are frequently observed and provided with useful critiques of their teaching
 - Plan, design, research, evaluate and prepare teaching materials together
 - Teach each other the practice of teaching
- (Little. 1982, p.331)

Role of the Coach

Formal

&

Informal

- One-on-one coaching
 - Facilitate grade level meetings
 - Develop and delivering trainings
 - Study groups
 - Acting on a leadership team
- Problem solving
 - Sharing resources
 - Setting up learning environments
 - Water cooler conversations
 - Informal feedback





Activity #1

While watching the video, think about:

What does the teacher do to help his student learn to play the instrument?

How does his approach change as the student becomes more skilled?

Handout: Video viewing sheet



Apprenticeship Learning

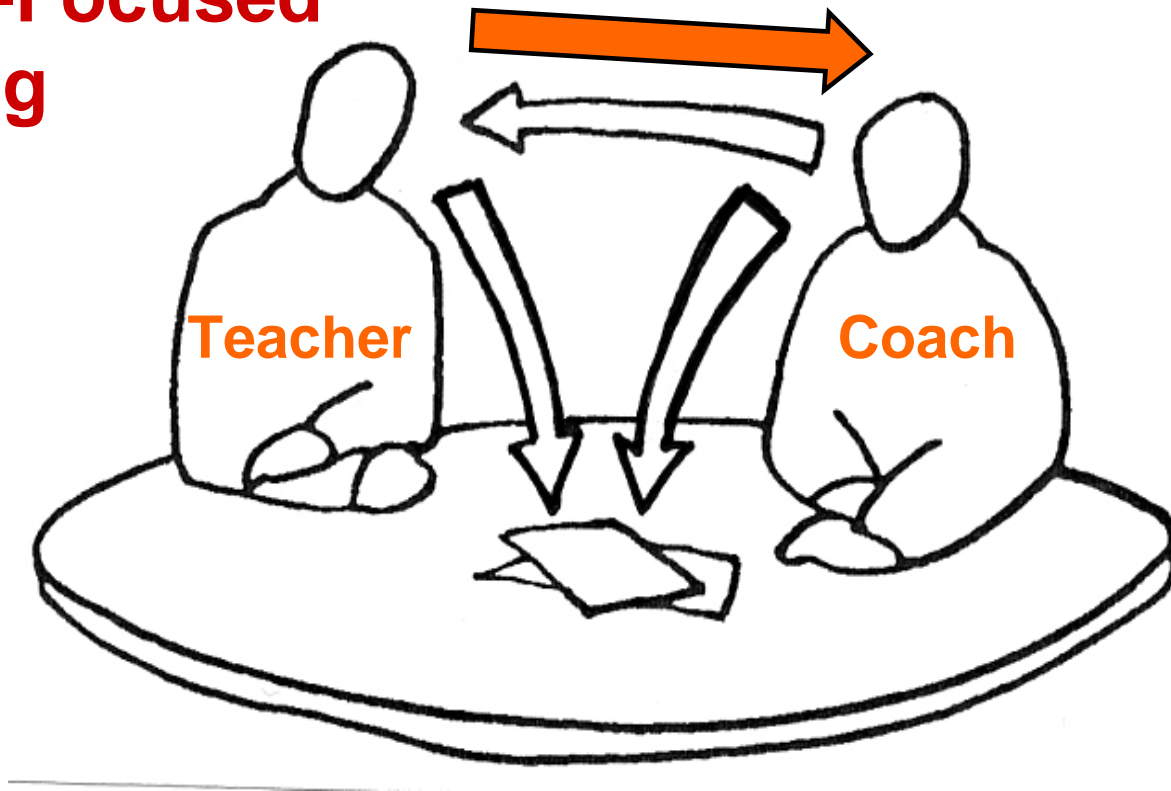
- explanation
- modeling/demonstrating
- guided practice
- independent practice
- observation & feedback
- new tasks aimed at better performance

(Collins, Brown & Newman 1989)

Coaching Models

- **“I was told to coach” model**
- **Cognitive Coaching**
 - “...is a supervisory/peer coaching model that capitalizes upon and enhances cognitive processes. Art Costa and Bob Garmston, the founders of Cognitive Coaching, define it as a set of strategies, a way of thinking and a way of working that invites self and others to shape and reshape their thinking and problem solving capacities.”
- **Content-focused Coaching**
 - “...is a long-range professional development practice in which coaches work individually or with groups of classroom teachers to design, implement, and reflect on rigorous, standards-based lessons that promote student learning.” Lucy West and Fritz Staub are two educators involved with designing CFC.

Content-Focused Coaching



“Coaches should view themselves as learners -
continuing to refine their teaching, learning, and
coaching as a result of the lessons they coach and
the conversation they cultivate.”

-West & Staub 2003

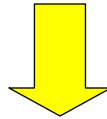
A Coaching Structure

Observing the teacher before coaching



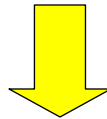
Pre-conference

(co-planning the lesson)



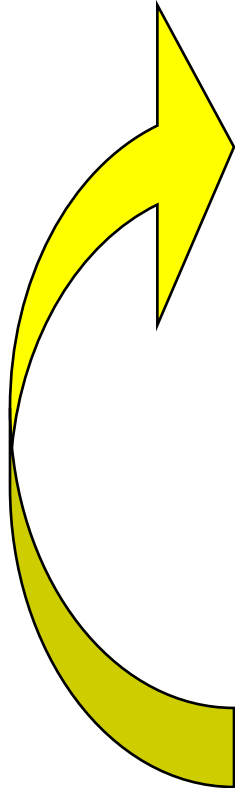
Teaching the Lesson

(teach, co-teach, or observe)



Post-conference

(examining student work, reflecting, planning future lessons)

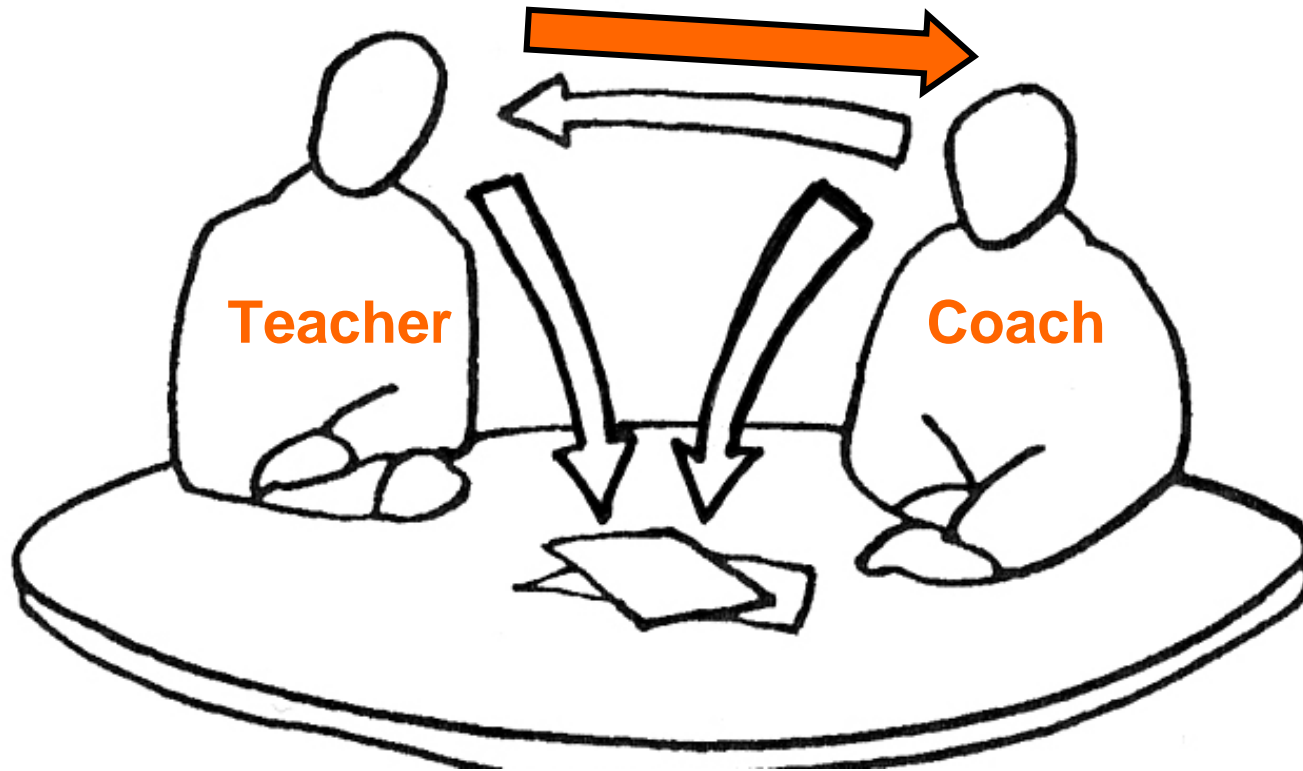




Activity #2

Observing a Coaching Session





A Recap:

- Teacher and Coach are focused on the literacy content and on student learning.
- Coach is focused on the teacher's thinking about teaching & learning.
- Coach is also continuing to learn about teaching, learning, and coaching.

Coaching Action Plans for Teachers and measuring the impact of coaching on teacher learning and practice

CLI's Coaching Tool:

Coaching Action Plan and

Teaching Effective Literacy Practices Rubric

(Handout: TELP)



"What? You mean this is it? They just throw us into the classroom? I thought surely there would be an internship!"

*ph. Delta Kappam
March 2007*

Developing and Supporting Literacy Coaches

- Coaching Camp
- On-site mentoring using CFC
- Monthly meetings for coaches to share their learning
- Content trainings through the year to stay current with the latest research
- Online networking and resources

Coaching Camp Goals

- To learn the theory & structure of content-focused coaching
- To observe successful coaching sessions in action with an experienced coach
- To analyze and deconstruct the coaching session observed to solidify learning the main principles of effective coaching
- To have a chance to practice coaching with a colleague
- To create coaching tools

Coaching Camp Provides the Support to Increase the Quality of Coaching & Instruction

- **Theory** → • Institutes Seminars
“Why am I doing these activities?” Workshops Coaching Camp
- **Demonstration** → • Coaching Camp
“What do these activities look like in a classroom?” Observing & practicing lessons in a *coaching lab site*
- **Practice** → • Coaching Camp
“When I try these activities, what happens?” Coaching in a *coaching lab site*
- **Feedback** → • Coaching Camp
“What could I have done differently?” Coaching in a *coaching lab site*

Joyce & Showers

Tiers of Proficiency Rubric for Coaches

Examples from:

- Chicago Public Schools

in the following slides

- Children’s Literacy Initiative:

Handout: Progress as a Professional Developer



Chicago Public Schools OFFICE OF EARLY CHILDHOOD EDUCATION

Chicago Public Schools
Office of Early Childhood Education
Head Start Child Development Program

Coaching Classroom Visitation Form

Complete identifying information:

Coach _____ Date _____

Teacher _____ Room # _____ School _____

On-Site Coach Activities

COACHING

Pre-Conference _____

Observe/Assist/Model Lesson _____

Post-Conference _____

ENVIRONMENT

ECERS Observation (1st/2nd) _____

ELLCO Observation (1st/2nd) _____

Develop ECERS/ELLCO
Plan of Action _____

Monitoring Plan of Action
for Progress _____

OTHER SUPPORT

Orientation/Training of
Classroom staff on: _____

Conferencing with: _____

Supplied Resources: _____

PD Implementation: _____

Program Management

AUDITING

Status (In compliance/out of compliance): _____

Self Assessment _____

CYS _____

Federal _____

ADDITIONAL AREAS OF FOCUS

COPA/Enrollment _____

Program Compliance:

Education _____

Health _____

Social Service (Partnerships) _____

Nutrition _____

Mental Health _____

Disabilities _____

Parent Involvement _____

NRS _____

Lesson Plan alignment with
IL Standards _____

CC.net Analysis _____

Technical Support _____

Special Project: _____

DISPOSITION OF COPIES

WHITE - Area Office YELLOW - Principal

M6-5000-09/07 (PAGE 1 of 2)

Coach Comments:

Teacher Comments:

Plans for Next Visit

Recommendations/Follow up:

Between now and next visit, Coach will:

Between now and next visit, teacher will:

During next visit, Coach and teacher will:

Teacher's signature _____

Date _____

Coach's signature _____

Date _____

Principal's signature _____

Date _____



Chicago Public Schools

OFFICE OF EARLY CHILDHOOD EDUCATION

Innovation Configuration Map: Coaches Role

Component 1: Relationships

DESIRED OUTCOMES	Level 1: HIGHLY EFFECTIVE	Level 2: PROFICIENT	Level 3: BASIC	Level 4: UNSATISFACTORY
<p>BUILDING SUCCESSFUL PARTNERSHIPS:</p> <ul style="list-style-type: none"> •Ensure Trust & Respect •Develop Culture of Improvement •Personalize Support •Promote Professional Interactions 	<p><u>Establishes</u> a trusting relationship where the Coach is an active listener who collaborates, assists, models, and monitors as needed.</p> <p><u>Establishes</u> a culture of professional inquiry where the teacher initiates improvement projects anchored with various support strategies from the Coach.</p> <p><u>Involves</u> teachers in identification of support needs.</p> <p><u>Cultivates</u> clear norms of mutual respect for professional interactions.</p>	<p><u>Establishes</u> a positive relationship where the Coach is an active listener who collaborates, assists, and monitors on a structured schedule.</p> <p><u>Validates</u> a culture of improving instruction through observation, and feedback.</p> <p><u>Employs</u> norms of professional conduct for collaborative work.</p>	<p><u>Establishes</u> a relationship where the Coach dictates what classroom staff should be doing.</p> <p><u>Implies</u> that improving instruction is important without exploration.</p> <p><u>Demonstrates</u> an interest in assisting teachers with improving their skills with partial follow through.</p> <p><u>Has</u> knowledge of norms for professional conduct, but does not employ them consistently.</p>	<p><u>Establishes</u> negative interactions to discourage requests for support.</p> <p><u>Conveys</u> a sense that improving instruction is externally mandated and not important.</p> <p><u>Demonstrates</u> lack of interest in assisting with improvement.</p> <p><u>Employs</u> no norms of professional conduct.</p>



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Innovation Configuration Map: Coaches Role Component 2: Service

DESIRED OUTCOMES	Level 1: HIGHLY EFFECTIVE	Level 2: PROFICIENT	Level 3: BASIC	Level 4: UNSATISFACTORY
<p>HIGH QUALITY SERVICE DELIVERY:</p> <ul style="list-style-type: none"> •Collaborate w/ Teachers •Individualize / Differentiate •Lead New Learning •Share Expertise •Provide Resources •Ensure Flexibility & Responsiveness 	<p><u>Visits</u> classrooms regularly with a planned and systematic approach to ensure teachers' capacities are addressed and evidence of improvement is present. <u>Strengthens</u> teachers' capacity by developing existing and new strengths. <u>Guides and supports</u> teachers as they make changes in their teaching practices. <u>Provides</u> various expert resources and strategies. <u>Encourages</u> teacher initiative in building goals and plans regarding new areas of development. <u>Differentiates</u> new learning opportunities for teachers based on goals and personal interests. <u>Implements</u> extensive follow-up support related to goals and action plans. <u>Seeks</u> ways to deepen and improve support to teachers.</p>	<p><u>Visits</u> classrooms consistently to ensure teachers' capacities are addressed and evidence of improvement is present. <u>Initiates</u> collaboration with Teachers. <u>Encourages</u> all teachers to develop individualized plans and goal setting. <u>Provides</u> high quality and appropriate new learning opportunities. <u>Utilizes</u> resources as a strategy of support. <u>Revises</u> plans and support based on evidence of needs.</p>	<p><u>Visits</u> classrooms sporadically but focus relates to plans. <u>Collaborates</u> with teachers when requested. <u>Provides</u> minimal individualized planning and goal setting. <u>Provides</u> partially successful new learning opportunities. <u>Seeks</u> resources when requested. <u>Adapts</u> plans modestly when evidence is provided that supports a need for change.</p>	<p><u>Visits</u> classrooms inconsistently with no purpose or plan. <u>Avoids</u> collaboration with Teachers. <u>Discourages</u> individualized or differentiated planning and goal setting. <u>Shows no</u> interest in providing new learning opportunities. <u>Exhibits</u> poor quality or inappropriate guidance. <u>Fails</u> to seek resources when requested. <u>Adheres</u> to self-made plans in spite of evidence of inadequacy or inappropriateness.</p>



Chicago Public Schools OFFICE OF EARLY CHILDHOOD EDUCATION

Innovation Configuration Map: Coaches Role Component 3: Knowledge

DESIRED OUTCOMES	Level 1: HIGHLY EFFECTIVE	Level 2: PROFICIENT	Level 3: BASIC	Level 4: UNSATISFACTORY
<p>DATA DRIVEN PLANNING & PREPARATION:</p> <ul style="list-style-type: none"> • Demonstrate Knowledge <ol style="list-style-type: none"> 1. Research/ Trends/ Curriculum 2. Teacher Skill Level • Establish Goals & Action Plans • Access Resources • Implement Evaluation Plan 	<p><u>Integrates</u> expert knowledge of research, trends, curriculum, and teacher skill levels when supporting teachers' growth. <u>Encourages</u> teachers to initiate meaningful goal setting and progressive action plans. <u>Promotes</u> the use of resources which align to the goals and action plans. <u>Uses</u> evaluation analysis to guide teachers' thinking and planning.</p>	<p><u>Demonstrates</u> an understanding of research, trends, curriculum, and teacher skill levels. <u>Collaborates</u> with teachers to develop goals and action plans. <u>Implements</u> evaluations with analysis.</p>	<p><u>Shows</u> an interest but has a minimum understanding of research, trends, curriculum, and how to identify teacher skill levels. <u>Provides</u> goals and generic action plans without collaboration. <u>Suggests</u> a minimum selection of resources to teachers when requested.</p>	<p><u>Demonstrates</u> little to no knowledge of research, trends, curriculum, and teacher skill levels. <u>Sets</u> unclear goals and generic action plans without collaboration. <u>Exhibits</u> no interest in accessing resources as a way to advance teacher skills. <u>Performs</u> inaccurate or incomplete evaluations with no analysis.</p>



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Innovation Configuration Map: Coaches Role Component 4: Professionalism

DESIRED OUTCOMES	Level 1: HIGHLY EFFECTIVE	Level 2: PROFICIENT	Level 3: BASIC	Level 4: UNSATISFACTORY
<p>ESSENTIAL PROFESSIONAL RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Reflect on Practice • Follow Procedures • Prepare Reports • Coordinate Work w/ Others • Participate in Prof Community • Engage in Prof Development • Exhibit Professionalism 	<p><u>Takes</u> leadership role when meeting weekly with other. <u>Shares</u> highly accurate and perceptive reflections with teachers and peers. <u>Promotes</u> established procedures and suggests improvements for program efficiency. <u>Takes</u> leadership role in coordinating work efforts. <u>Makes</u> a substantial contribution to the Professional Community. <u>Seeks</u> opportunities to present pertinent Professional Development sessions.</p>	<p><u>Participates</u> in meetings with other Coaches. <u>Shares</u> accurate and objective reflections with peers. <u>Follows</u> established procedures consistently. <u>Submits</u> detailed reports timely. <u>Participates</u> actively in the Professional Community and Professional Development opportunities beyond requirements. <u>Exhibits</u> high standards of honesty, integrity, and norms of confidentiality.</p>	<p><u>Meets</u> with other Coaches, but does not contribute to the process. <u>Shares</u> reflections that are moderately accurate. <u>Submits</u> reports with basic data. <u>Responds</u> positively when requested to coordinate work efforts with others. <u>Attends</u> some Professional Community activities. <u>Meets</u> minimum requirements for recertification through work related Professional Development opportunities.</p>	<p><u>Refuses</u> to meet with other Coaches. <u>Shares</u> inaccurate or self-serving reflections. <u>Fails</u> to follow established procedures. <u>Submits</u> reports which are incomplete, inaccurate, or late. <u>Displays</u> no interest or effort in coordinating work w/with others. <u>Avoids</u> participating in the Professional Community and Professional Development opportunities. <u>Exhibits</u> dishonesty, and violates norms of confidentiality.</p>

The Role of the Principal

“Leaders must be the architects of systems and schedules that lead to professional learning.” -Reeves

Three essential elements. Leaders...

1. Remain fixated on the fact that student achievement is the criterion for evaluating teaching, the curriculum and assessment strategies
 - Student assessments: formative and summative (PPVT, DRA, running records, reading behavior checklists...)
2. Focus on equity of educational opportunity through common curriculum and assessments
 - Tools for observing and evaluating teaching: CLASS, ELLCO...
 - Tools for observing and evaluating coaching: previous examples
3. Focus on developing other leaders
 - Coaches
 - Teacher leaders/model classroom teachers



(Adapted from, Transforming Prof. Dev. Into Student Results by Reeves)

The Role of Assessment

Principals use student data as well as evaluations of teachers and coaches to inform:

- Curriculum, assessment and resource needs
- Professional development needs
- Teacher/Coach match
- Teacher placement



Teachers and Coaches use student data to inform:

- Teaching
 - Lesson planning, small group instruction, individual student conferences
- Coaching
 - Content areas and teaching practices needed for the teacher
 - Use student data to inform pre-conference lesson planning
 - Observe students during the lesson to collect data on how it is meeting their needs
 - Debrief and use data to inform future lesson planning and learning for the teacher



Note Your Questions

Please jot down
any remaining
questions you
have on the
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Children's Literacy Initiative

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