

# The Continuum of Coaching: What Now?

Just Read, Florida!  
Leadership Conference  
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# A Reading Coach ...

helps others to recognize their instructional knowledge and strengths, and supports them in their learning and application of new knowledge and instructional practices.

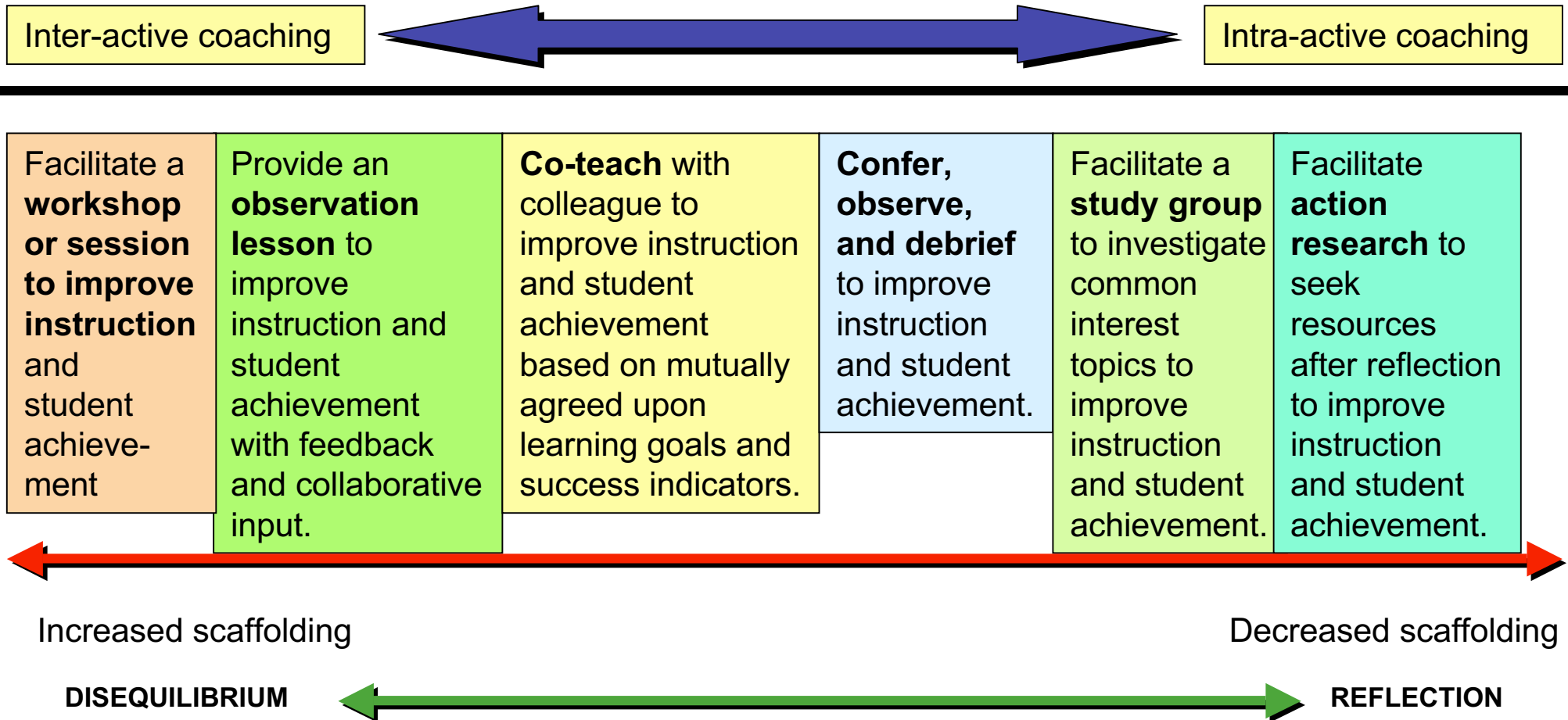
Learning Point Associates (2004)



# CONTINUUM OF COACHING

Adapted from Puig, 2002

Transformation may occur when teachers/coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practice.



# Think About It ...

- Reflect using the Coaching Continuum.
- What percent of your time is spent within each of the categories on the Coaching Continuum?
  - What category is your strength?
  - What category will you target for development?

# Workshops

Where can staff developers find the time in the school day and the year for these activities?

I personally don't believe they can. I think they need instead to make the time!

Stephen Barkley, 1999



# Making Time

- Restructure time
- Use technology
- Team teaching
- Think “*out of the box*”

# Observation Lessons

Critical factors for a solid framework of professional development are the melding of theory and practice; robust initial training followed by continued support, collegiality, and guidance; and accountability for children's progress.

Gaffney and Askew



# An observation lesson is ...

when participants see  
real teaching “on the run”  
in a classroom setting  
as conducted by the coach.

Lyons and Pinnell



# Observation Lesson

- Planning conversation
- Observation lesson
- Reflecting conversation

# Co-teaching

- Interpersonal communication
- Familiarity with the curriculum
- Instructional planning
- Instructional presentation
- Follow-up

# Observation lessons

versus

# Co-teaching

## Observation lessons

- Coach meets with the teacher prior to lesson
- Teacher is an observer during the lesson
- Coach and teacher debrief and discuss

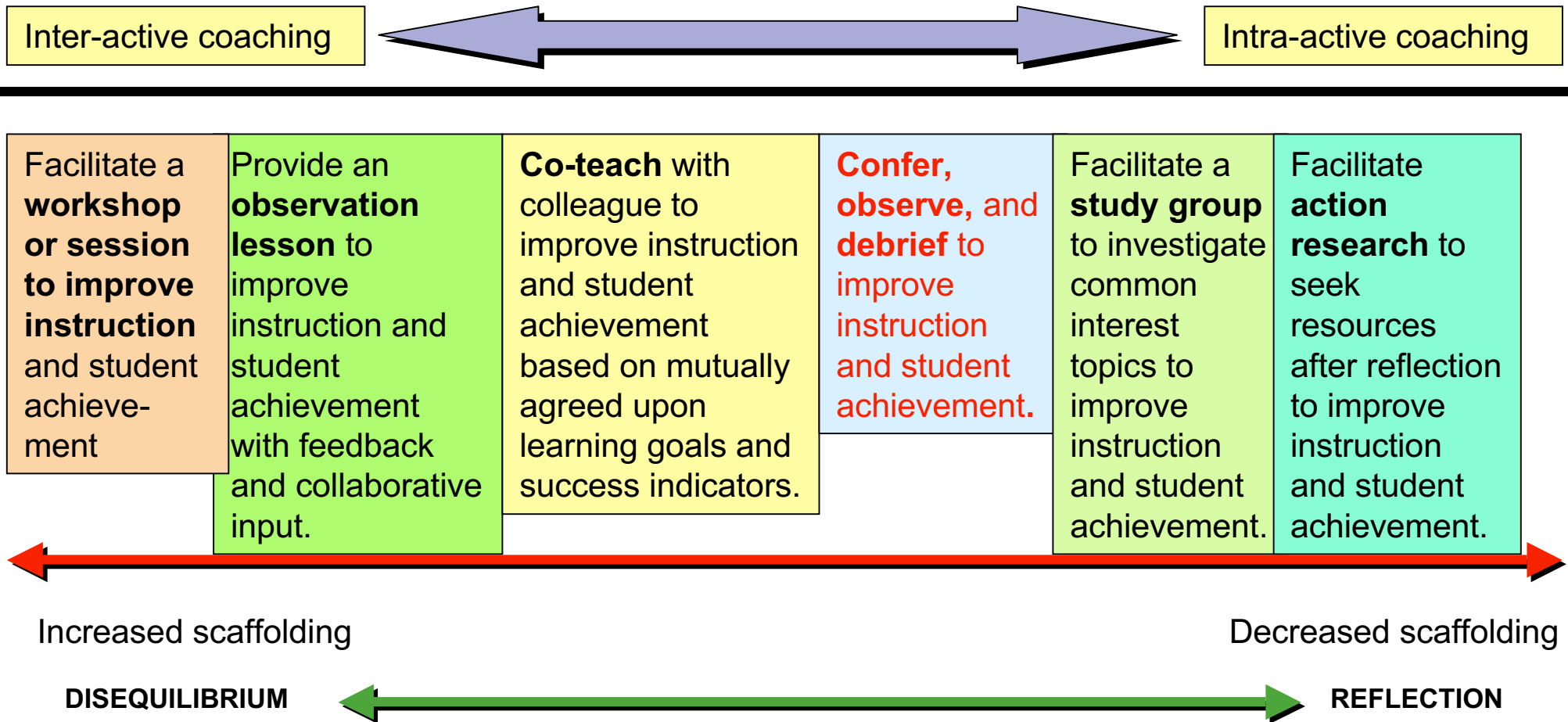
## Co-teaching lesson

- Coach meets with the teacher prior to lesson
- Teacher leads the lesson alongside the coach
- Coach and teacher discuss the lesson and plan the next together

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# Confer

- Set the stage for the observation to follow.
- Make student learning the focus.
- Build rapport through this brief, reflective conversation.
- Listen actively to clarify the teacher's focus.
- Share any pertinent data.
- Identify evidence of student learning.
- Leave the pre-conference with an agreed upon focus.

# Observe

- Match pre-conference information with what you see.
- Record snippets that illustrate the points you may want to make.
- You might want to sketch the physical environment.

# Debrief

- Conversation is linked to the agreed upon focus.
- Use questions to invite the teacher to share his/her own response and reflection.
- Clarify, paraphrase and prompt as needed.
- Is there evidence of student learning?

# Coach's Reflection

- What did the teacher learn that will make a difference in his/her learning?
- What did I learn?
- Did the teacher accomplish his/her goal?
- Did I accomplish my goal?

# Elements of Study Groups

- Shared mission, vision, values, and goals.
- Collaborative teams of teachers working interdependently to achieve common goals.
- Focus on commitment to continuous improvement both for teaching and student achievement.

Eaker, R., DuFour, R, & DuFour, R., 2002



# Elements of Study Groups Cont...

- Voluntary commitment
- Builds community and caring
- Challenges thinking as educators
- Integrates theory and practice

Birchak, B., Connor, C., Crawford, K. M., Kahn, L. H., Kaser, S., Turner, S., & Short, K. G., 1998



# Possible Topics

- Reading and discussing books or articles
- Analyzing teaching
- Examining student behavior and student work
- A combination of reading, analyzing teaching, and examining student work.

# Action Research

Educational action research is careful, systematic investigation of some practical aspect of teaching learning.

Lyons and Pinnell, 2001



# Action Research Plan

- Research question
- Learning outcomes
- Instructional focus
- Data collection
- Support
- Implementation schedule

Project CENTRAL, 2004



# Considerations for Entry Points

Use your knowledge of  
**the teacher**  
to drive your decisions...

- Years of experience teaching
- Comfort level with change
- Exhibits self-directed behaviors
- Background knowledge of specific content

# Considerations Continued

- Knowledge of student strengths and needs
- Routines and procedures effectively established

**Think about it:**

**What are other considerations for entry points?**



# Scenario 1

Mr. Keely has taught reading for eight years. While he feels very comfortable following the district's reading program, he is concerned that some of his students are not making the progress he expected. They are having difficulty reading fluently and are slowly becoming less motivated to read. He has tried implementing Reader's Theater and choral reading but feels it had little impact on his students' reading fluency.



# Scenario 2

Mrs. Daily is a second year teacher. After reviewing her first quarter student data, she planned and implemented interventions for her at-risk students. Mrs. Daily reviewed the second quarter data and noticed that there was little growth with the at-risk group.



# Think About It...

- Develop your own scenario based on a teacher you have worked with in the past.
- Exchange scenarios with a partner and discuss possible entry points and coaching activities based on the scenario.

# Plan of Action

- Think back to your response to the question at the beginning of the presentation...
  - What percent of your time is spent within each of the categories on the Coaching Continuum?
- What are your goals for the upcoming school year?
- How will you share your goals with your administrative team?

# References

- Learning Point Associates (2004). *Reading First coaching: A guide for coaches and Reading First leaders*. Naperville, IL: Author. Retrieved February, 2005, from <http://www.ncrel.org/litweb/coaching/coachesguide.pdf>