CHAPTER

1

DEFINING THE K–3 COACHING PROCESS

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> **O B J E C T I V E**
>
> ***Reading coaches will adopt the goal and apply the principles of* Leading for Reading *in their schools to improve student achievement in reading.***

WHAT IS THE *LEADING FOR READING* GOAL?

The goal of *Leading for Reading* is to serve the larger goal that all children in America will learn to read well by the end of third grade so they are well prepared to achieve their full academic potential (U.S. Department of Education, n.d.). As educators and adults, we understand the importance of literacy's contribution to quality of life.

HOW DOES THE *LEADING FOR READING* GOAL FIT INTO THE BIG PICTURE OF READING REFORM?

At the request of Congress, the National Reading Panel (NRP) reviewed more than 450 studies in reading. The NRP report (NICHD, 2000) identified five components—phonemic awareness, phonics, fluency, vocabulary, and comprehension—that are essential to a child's learning to read. These components form the basis of the *Leading for Reading* model.

Put Reading First: The Research Building Blocks for Teaching Children to Read (Armbruster, Lehr, & Osborn, 2001) describes the NRP's findings and provides analysis and discussion of five areas of reading instruction. Against the background of normal progress, *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998) examines factors that put children at risk of being poor readers. It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades, and evaluates philosophies, systems, and materials commonly used to teach reading.

Leading for Reading is designed to build on this solid research foundation to guide and provide professional development for teachers using scientifically based reading programs, and to ensure accountability through ongoing valid and reliable screening, progress monitoring, and diagnostic assessments.

Leading for Reading is designed to assist regional centers, states, districts, and schools in using scientifically based reading research (SBRR) to improve K–3 reading instruction and, ultimately, students' reading achievement.

Leading for Reading also involves the implementation of scientifically based reading instruction (SBRI) through strategic, systematic, professional development.

WHY SHOULD THE COACH PROMOTE THE *LEADING FOR READING* PRINCIPLES?

Leading for Reading is based on the principle that preventing student deficits in reading progress is the key to the strongest reading system. The *Leading for Reading* model holds that strong classroom instruction is the most important component of prevention (National Commission on Teaching and America's Future, 1996). The strongest classroom instruction is informed by SBRR.

An effective reading coach contributes to strong classroom instruction by:

• Motivating teachers and school leaders to teach all children to read;

- Providing adequate personnel, programs, and professional development to apply SBRI with sufficient intensity and fidelity;
- Monitoring the effectiveness of SBRI;
- Helping teachers identify students who need extra support or interventions in order to make normal progress in learning to read; and
- Suggesting instructional adjustments to teachers based on student progress.

HOW DOES *LEADING FOR READING* DEFINE COACHING?

Vince Lombardi, legendary coach of the Green Bay Packers, summed up the coaching relationship: "They call it coaching, but it is teaching. You do not just tell them it is so. You show them the reasons why it is so." His statement embraces explicit instruction through telling, modeling, and showing, which are essential practices of a high-quality coach.

In a *Literature Review for School Based Staff Developers and Coaches* (Greene, 2004) a National Staff Development Council coach defined *coaching* in education as "the act of helping someone—through expanding awareness and sharing experience—leverage their talents to do/be/have something much faster than they could do alone."

Using this as a basis, *Leading for Reading* defines *coaching* as:

> The professional development process of supporting teachers in implementing new classroom practices by providing new content and information, modeling related teaching strategies, and offering ongoing feedback as teachers master new practices.

👁 **WATCH A VIDEO CLIP**

Record your definition of coaching below, then listen to other coaches' responses to "How do you define coaching?"

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HOW WILL COACHING HELP SCHOOLS ACHIEVE THEIR GOALS?

The *National Staff Development Council* (www.nsdc.org), the nation's largest non-profit association of educators, believes that to raise levels of student performance, it is also necessary to raise educators' performance levels. Coaching is one way to improve teacher performance.

Professional development may begin with traditionally delivered content-specific training that focuses on scientifically based reading research and instructional practice. Coaching, however, extends this training through on-site support and guidance. Coaches collaborate with teachers to set professional goals for developing, extending, and improving effective research-based instructional skills, strategies, and practices.

Coaching has led to significant improvements in student learning. In literacy education specifically, the following studies support coaching for reading improvement:

- Coaching has been shown to have a positive effect on student achievement in a large-scale evaluation of early literacy learning conducted by the Foundation for Comprehensive Early Literacy Learning, known as CELL (Schwartz, 2003). The CELL model places in each school a literacy coordinator who supports the implementation of the CELL frameworks for literacy instruction through coaching and mentoring other teachers.
- Lyons and Pinnell (2001) found a connection between literacy coaching and increased achievement in reading and writing. They also found that teachers and coaches who work together do so as colleagues, engaging in collaborative problem-solving and inquiry-oriented conversation.

The coaching model will go far, then, in realizing the goal of teaching all children in America to read well by the end of third grade so they are well prepared to achieve their full academic potential.

WHAT ARE A COACH'S ROLES AND RESPONSIBILITIES?

Recognizing the coach's complex role, the National Staff Development Council sponsored the first School-Based Staff Developer Learning Community in August 2004. At this meeting, Hayes Mizell, director of the Program for Student Achievement for the Edna McConnell Clark Foundation, described coaches as "pioneers for professional learning." As pioneers, coaches may be new to a school. A clear definition of the roles and responsibilities is necessary for the coach, his or her colleagues, and administrators.

This role clarification may best begin with non-examples of an appropriate coaching role:

- A coach is NOT an administrator;
- A coach is NOT an evaluator; and
- A coach is NOT a supervisor.

Coaches work with teachers and administrators to help students from a cooperative base, NOT a power base.

Reading coaches provide instructional leadership, assessment expertise, and professional development designed to improve quality teaching (Killion & Harrison, 1997). The roles listed below help define specific coaching responsibilities. Keep in mind that these responsibilities will continue to develop and expand to address the ever-changing needs of the students served.

In the role of <u>instructional leader</u>, a coach:

- Supports teachers in serving all students through the full and skillful implementation of the school's reading program;
- Serves as a resource for identifying appropriate instructional strategies and interventions to address diverse learning needs and to improve all students' achievement;
- Conducts demonstration lessons using research-based instructional strategies;
- Assists teachers in designing and delivering effective instruction;
- Collaborates with grade-level teams to set goals for improving instruction; and
- Observes instruction in reading classes and provides follow-up for all teachers.

In the role of <u>assessor</u>, a coach:

- Guides teachers in the use of screening, progress monitoring, and diagnostic and outcome assessments;
- Assists grade-level teams in analyzing and using formal and informal assessment data to identify students who need additional instruction and to improve overall student achievement;
- Provides support and assistance to all teachers in implementing continuous progress monitoring;

- Meets regularly with the principal to review student assessment data and assess progress toward grade-level goals; and
- Analyzes data from screening, progress monitoring, diagnostic, and outcome assessments to suggest adjustments in program implementation and professional development plans.

  In the role of <u>professional developer</u>, a coach:

- Provides on-site staff development to ensure teachers are knowledgeable about SBRR and SBRI, the reading program and supplemental materials, intervention strategies for struggling readers, assessment administration, and the use of assessment data for instructional planning;
- Collaborates with teachers, administrators, and other reading specialists to identify school and district professional development needs; and
- Stays abreast of current reading issues by participating in training sessions presented by SBRR specialists or professional development providers.

Schools that have dramatically improved student achievement continuously invest in their teachers. The idea that what teachers know and do influences what students know and do is well substantiated (Greenwald, Hedges, & Laine, 1996; National Commission on Teaching For America's Future, 1996; Wenglinski, 2000). Investing in teacher development through coaching is one way to increase student achievement.

What are the best ways for a coach to invest in teacher development? Complete the following Coaching or Coasting exercise to reinforce your understanding of appropriate roles and responsibilities for coaches.

PROCESS & PRACTICE

Coaching or Coasting? (Resource 1.1)

Read the scenarios below for some reading coaching guidelines. After each statement, circle the option (a or b) that better describes what a coach can do to support classroom instruction to improve student achievement.

1. Provides support, mentoring, and assistance to all classroom teachers in the full and skillful implementation of the district's reading program.
 a. Duplicates and distributes copies of the No Child Left Behind Act.
 b. Brainstorms with teachers for small-group phonemic awareness activities.

2. Conducts demonstration lessons using research-based instructional strategies.
 a. Advises teachers to read an article on fluency from a current reading research publication.
 b. Teaches a 1st-grade vocabulary lesson using examples and non-examples.

3. Helps teachers design and deliver effective instruction.
 a. Helps teachers make word lists, letter cards, and pocket charts for a phonics and word study activity.
 b. Flags pages with interesting manipulatives in a catalog of instructional materials.

4. Observes instruction in reading classrooms and provides "next step" support for all teachers.
 a. Leaves an observation summary with suggestions for improving instructional strategies in a teacher's mailbox.
 b. Leaves a note in a teacher's mailbox confirming the meeting time to discuss the first observation.

5. Helps grade-level teams analyze and use assessment data to identify students for additional instruction and to improve overall student achievement.
 a. Distributes assessment data record forms to teachers.
 b. Meets with teachers to determine collaboratively which instructional areas need to be targeted as indicated by students' assessment scores.

6. Provides support and assistance to all teachers in implementing continuous progress monitoring.
 a. Helps teachers schedule biweekly progress monitoring for struggling readers.
 b. Assigns teachers to create a biweekly progress monitoring process for struggling readers.

7. Meets regularly with the principal to review student assessment data and assess progress toward grade-level goals.
 a. Meets with the principal to share the results of the grade-level teams' collaborative plans to improve comprehension scores.
 b. Meets with the principal to announce that 3rd-grade fluency scores are very low.

8. 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.
 a. Leaves a video overview of the adopted reading program's materials for each grade-level team leader.
 b. Meets with school administrators to plan a series of focused, program-specific professional development sessions.

Adapted from Sacramento County Office of Education, Reading Lions Center. (2003). Reading coaches 2003–04 institute #1: Instructor materials. Sacramento, CA: Author.

HOW ARE THE COACH'S ROLES MADE CLEAR?

Instructional leader, assessor, professional developer—a reading coach is very busy. You have more than enough to do without taking on the role of classroom teacher or quasi-administrator. You are a member of a team. A <u>team</u> forms around a task that requires collaboration. This is known as <u>task interdependence</u> (Wageman, 2001). Each team member has a different set of skills, different areas of expertise, and a different way of looking at problems. Success requires all these inputs; no one person alone can get it done.

Task interdependence and diversity of perspective require a clear and agreed-upon understanding of each person's role. Role clarity occurs when each member of the team has a very clear understanding of the expectations other team members have of his or her role. Without this clarity, role ambiguity is inevitable. The result of role ambiguity is that valuable time and energy will be lost in trying to resolve issues raised by unclear roles, dealing with frustrations and disappointments, and correcting mistakes that occur due to role ambiguity.

Many role conflicts disappear once expectations are clarified. In other cases, just because someone understands your role expectations doesn't mean he or she will agree with them. Role conflicts are a fact of team life; you should expect them. Use the Role Clarification Form (Resource 1.2) to help teams reach understanding and agreement.

This form is useful for coaches when role conflicts, ambiguities, or overlaps occur. The completed tool can be used as the basis of a face-to-face meeting to determine expectations of who is supposed to do what, and forms a permanent record of agreement. An example of a form completed by a coach follows.

Example: Role Clarification Form (Resource 1.2)
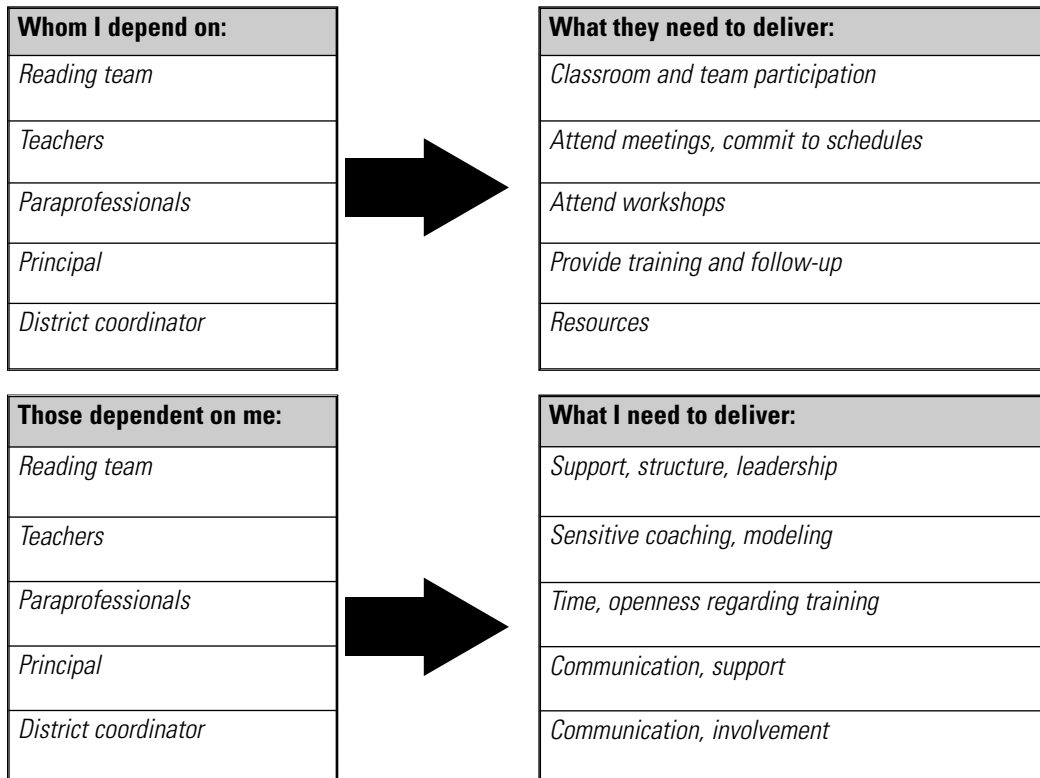
My role as a <u>coach</u> is to:

1. *Establish new classroom practices in reading that are aligned with SBRR.*
2. *Provide teachers with the tools and skills needed to implement the reading program, supplemental, and intervention instruction.*
3. *Build a school-based reading team to build capacity and sustain reading improvements.*

My major responsibilities in this role are to:

1. *Develop and maintain trusting relationships with teachers and administrators.*
2. *Provide professional development in the five critical components of reading.*
3. *Learn from others about both content and process for quality reading instruction.*

My team can count on me for:

1. *Being sensitive to the needs of the classroom teachers.*
2. *Keeping the focus on the schoolwide plan and process for reading improvement.*
3. *Managing the reading team meetings so they are efficient and productive.*

Whom I depend on:	What they need to deliver:
Reading team	*Classroom and team participation*
Teachers	*Attend meetings, commit to schedules*
Paraprofessionals	*Attend workshops*
Principal	*Provide training and follow-up*
District coordinator	*Resources*

Those dependent on me:	What I need to deliver:
Reading team	*Support, structure, leadership*
Teachers	*Sensitive coaching, modeling*
Paraprofessionals	*Time, openness regarding training*
Principal	*Communication, support*
District coordinator	*Communication, involvement*

Adapted from *Pathways to Literacy: Leading Literacy Change for Coaches and Facilitators,* Hanson Initiative for Language and Literacy, 2006.

PROCESS & PRACTICE

Role Clarification Form (Resource 1.2)

Now it is your turn. Complete the form from the perspective of a K–3 teacher at your school.
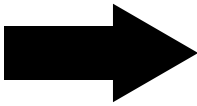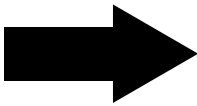
My role as a _____teacher_____ **is to:**

1. _____
   _____
2. _____
   _____

My major responsibilities in this role are to:

1. _____
   _____
2. _____
   _____

My team can count on me for:

1. _____
   _____
2. _____
   _____

Whom I depend on:		What they need to deliver:
	→	

Those dependent on me:		What I need to deliver:
	→	

Adapted from *Pathways to Literacy: Leading Literacy Change for Coaches and Facilitators,* Hanson Initiative for Language and Literacy, 2006.

WHAT ARE THE QUALITIES OF AN EFFECTIVE COACH?

A coach's roles and responsibilities may vary, but the objective is always to enhance student achievement in reading. To function most effectively, coaches need a variety of qualities to complement their professional and interpersonal skills.

Knowledgeable and Experienced

- Effective coaches are effective teachers of the five essential components of reading. They typically have experience teaching reading at a variety of grade levels and expertise in a range of assessment instruments, commercial reading programs, and interventions.
- Effective coaches have experience conducting professional development and working with adults. They demonstrate and share their knowledge and practice of instructional planning and classroom management techniques.
- Effective coaches are lifelong learners. They engage in continuous professional development. They "read widely, participate in learning communities, attend workshops and conferences, and model career-long learning by making their learning visible to others" (National Staff Development Council, 2001, p. 2).

Trustworthy and Credible

- Effective coaches foster and maintain a sense of trust and rapport. Coaches who observe, collaborate, and provide <u>reflective feedback</u> in a respectful and supportive manner can establish a positive environment for improving reading instruction.
- Effective coaches strive to develop relationships based on standards of professional ethics and responsibility. Coaches maintain confidentiality and do not freely discuss colleagues or students. When coaches are perceived as credible, competent, and trustworthy educators, teachers are more apt to seek their assistance and openly share their daily struggles and successes.
- Effective coaches have a clear understanding of their own values and beliefs and ensure that their attitudes and behaviors reflect the values and practices promoted in the state, district, and/or school reading plans. Teachers will perceive coaches as reliable and competent resources when they reinforce shared values and practices.

Collaborative and Cooperative

- Effective coaches work with teachers in a variety of ways. They provide materials, resources, and other instructional assistance as needed. They plan, solve problems, and evaluate outcomes with others.
- Effective coaches promote collaborative, team-building relationships with and among teachers by asking: "What do we need to do? Who will do what? How will we do it? When will we make it happen? How will we come to agreement?"

Proactive

- Effective coaches take the initiative and make sure that all essential reading elements are implemented in K–3 classrooms.
- Effective coaches are mentors who build a resource network within the school. Through effective coaching, teachers can also become experts and begin to mentor others.

Responsive

- Effective coaches possess strong managerial skills, coordinating a variety of tasks and determining priorities. They are quick to acknowledge requests and offer resources.
- Effective coaches continuously survey teachers' needs and concerns, providing constructive feedback and avoiding condescending or <u>evaluative responses</u>. Effective coaches work to ensure clear communication lines are established between administrators and teachers about the goals and progress of the reading plan.

Often referred to as the "guide on the side," a good coach has expertise but does not come across as the only expert. A person with a rigid personality will have a difficult time adapting to the various and often changing roles required of a coach.

📓 **PROCESS & PRACTICE**

Coach's Qualities Reflection Form (Resource 1.3)

Review each quality of an effective reading coach. Reflect and record examples from your experience that illustrate these qualities.

Quality	Example
Has experience teaching reading	
Participates in professional development (PD)	
Has experience conducting PD with adults	
Fosters trust and rapport	
Demonstrates professional ethics	
Understands own values and beliefs	
Works cooperatively with teachers	
Promotes team-building relationships	
Takes the initiative	
Builds a schoolwide resource network	
Determines priorities	
Ensures clear communication	

All of these qualities are essential for effective coaching. Your confidence in your qualifications will add to your effectiveness.

👁 **WATCH A VIDEO CLIP**

Before we explore the application of your coaching qualities, let's hear what qualities these teachers value most in the reading coach at their school. As they share, note any qualities you would like to improve.

_____

_____

_____

_____

WHERE SHOULD COACHING BEGIN?

To promote change and continuous improvement across grade levels effectively, teachers must see the coach as a valuable resource. Value is typically equated with usefulness. Depending on the need, a coach's usefulness extends to all of the following during any given day: planning a lesson with a teacher, co-teaching, observing lessons, providing artifacts to make a coaching point, modeling a lesson, prompting reflection, or facilitating a pre- or post-lesson meeting (Feger, Woleck, & Hickman, 2004). The chart below summarizes points of entry for the coach and teacher to collaborate to improve student achievement.

Coaching Points of Entry

Point of Entry	Focus
Collaborative lesson planning	Coach and teacher plan a lesson together
Demonstration lesson	Coach models delivering a lesson
Reflections/discussion	Coach and teacher discuss demonstration
Observational feedback	Teacher delivers the lesson; coach observes and takes notes
Reflections/discussion	Coach provides feedback; coach and teacher determine next steps

WHAT ARE SOME GUIDELINES FOR ESTABLISHING AN EFFECTIVE COACHING PROCESS?

A reading coach who demonstrates lessons and strategies with fidelity offers teachers a model of effective reading instruction. Teachers see first-hand how to implement specific program elements, lessons, and/or instructional strategies.

Although there is no established set of procedures that you must follow, the following guidelines can help establish an effective coaching process:

Pre-Conference
The reading coach and teacher(s) meet to identify areas of need, based on data. They collaboratively plan and/or discuss the lesson that the coach will demonstrate.

Demonstration Lesson
Teacher(s) observe and record notes and questions as the coach models instructional practices during a demonstration lesson with students in a classroom.

Follow-Up Conference
The coach and teacher(s) meet to discuss the demonstrated lesson and answer any questions the teacher(s) might have.

Observation
The coach observes and documents a teacher's delivery of a lesson. This lesson may be the previously demonstrated lesson or another lesson agreed upon by the teacher and coach. Other teachers may be present if the observed teacher does not object.

Post-Conference
The coach offers the teacher feedback from the observation. The teacher and coach identify areas for improvement, set goals, and determine next steps.

Pre-conferences, demonstration lessons, and conferences can be conducted with individual teachers or groups of teachers. Demonstration lessons and classroom observations need to occur regularly throughout the year. Let's take a closer look at each element in this process.

WHAT IS A PRE-CONFERENCE?

A pre-conference allows the coach to model the planning phase of the lesson. When the coach uses the "think aloud" strategy the teacher can readily observe the thought processes involved in effective planning. Effective planning includes identifying and clarifying:

- The instructional focus;
- Lesson objectives;
- Strategies and materials;
- Systematic and explicit instruction; and
- A process for monitoring student learning.

The coach guides the teacher(s) in selecting materials that will support learning for all students, including students reading on grade level, English Language Learners, students who receive Section 504 or special education services, and students who would benefit from enrichment opportunities.

During the pre-conference, the coach identifies elements of the demonstration lesson for teacher(s) to focus on as they observe, especially considering:

- How does the coach integrate students' prior knowledge and skills?
- How is learning made visible and broken down into steps?
- How does the coach use scaffolding?
- How does the coach pace the instruction?
- What instructional techniques does the coach use to ensure students have frequent opportunities to respond?
- How does the coach check students' understanding of the new concept or skill?
- How does the coach use feedback to correct, reinforce, and motivate student learning?
- How does the coach adjust instruction based on students' responses?

The coach and teacher(s) also schedule a day and time for the demonstration lesson and follow-up conference. It is recommended that the follow-up conference take place as soon as possible, preferably on the same day as the demonstration.

PROCESS & PRACTICE

Review the scenario below. Based on this information, how would you plan for a pre-conference with this teacher? Record key words to remind you of your preparation process.

Mr. Ramirez's mid-year classroom assessment data indicate that a large percentage of his 2nd-grade students are not meeting the fluency benchmark. On further analysis, the coach discovers many students are able to read accurately, but their reading is slow and labored.

_____

_____

_____

_____

During your pre-conference meeting you may have offered a demonstration lesson focused on fluency. The form on page PG 1.18 may assist you in planning this lesson.

WHAT OCCURS DURING THE DEMONSTRATION LESSON?

During the uninterrupted reading instruction block, the coach models the demonstration lesson with students in a classroom while the teacher(s) observe and record notes and questions. You should model a clearly defined goal for your demonstration lesson.

Remember the Primary Purposes of a Demonstration Lesson:

- Supporting teachers in gaining a thorough knowledge of research-based instructional practices and increasing their proficiency in applying that knowledge in their classrooms.
- Providing targeted professional development by modeling specific instructional practices for specific teachers or groups of teachers based on their needs.
- Ensuring a common professional knowledge base and engaging teachers in the continual improvement of their instructional practices.

Targeted areas for demonstration lessons may be:

- Delivering instructional procedures and steps;
- Structuring the lesson to include orientation/review, presentation, guided practice, and independent practice;
- Instructing systematically and explicitly;
- Extending instruction through scaffolding;
- Maximizing student engagement;
- Monitoring students' understanding by providing positive and corrective feedback; and
- Using materials and resources to meet individual needs.

An alternative method for a demonstration lesson would provide opportunities for a teacher more proficient in a particular skill (Teacher A) to model the skill for a teacher who is less proficient in it (Teacher B). This method reinforces the idea that the coach is not the only expert on campus and that the suggested strategies are in use throughout the school.

Example: Alternative Delivery of a Demonstration Lesson

For the demonstration, Teacher A delivers the demonstration lesson while Teacher B observes. Then the two teachers team-teach the lesson so that Teacher B has an opportunity to practice the lesson with support. Finally, Teacher A observes as Teacher B delivers the lesson, and then they discuss the lesson.

The following Demonstration Lesson Planning Form focuses questions and observations during the demonstration and creates a framework for conversation during the follow-up conference.

PROCESS & PRACTICE

Demonstration Lesson Planning Form (Resource 1.4)

Use the following prompts to guide your preparation of the demonstration lesson.

Essential Component(s) of Reading Addressed:

_____ Phonemic Awareness   _____ Vocabulary   _____ Fluency

_____ Phonics/Word Study   _____ Comprehension

Instructional focus:

_____

_____

Which other teachers would benefit from this demonstration lesson? Can I do one demonstration for several teachers?

_____

_____

What is the teacher's level of knowledge or skill? How much of the lesson will I need to demonstrate (e.g., entire lesson or only specific strategies or techniques)?

_____

_____

What reading content or background knowledge will I or the teacher need to review before the lesson?

_____

_____

Complete a task analysis of the lesson to be demonstrated. (Include objectives, strategies, procedures, etc.).

_____

_____

How will student learning be measured and documented?

_____

_____

What adaptations may be needed to support learning for English Language Learners, students who receive Section 504 or special education services, and advanced learners?

_____

_____

What other practice activities support students' learning of this concept or skill?

_____

_____

Additional thoughts on planning demonstration:

_____

After the demonstration lesson and the follow-up conference the coach should schedule an observation with the teacher.

📖 **PROCESS & PRACTICE**

Demonstration Lesson Focus Form (Resource 1.5)

Lesson: _____ Date: _____

Teacher:_____ Essential reading component: _____

While observing the demonstration lesson, consider how the coach:

• Explains lesson objectives and procedures. • Activates prior knowledge. • Models the use of concrete examples. • Makes learning visible and breaks down instruction into steps. • Uses scaffolding to support student learning. • Integrates previously learned knowledge and skills.	• Paces instruction and provides students enough thinking time. • Provides frequent opportunities for students to respond. • Gives students immediate and specific feedback. • Adjusts instruction based on students' responses. • Monitors student learning and progress.
Notes/Observations:	**Questions:**

WHAT IS A FOLLOW-UP CONFERENCE?

Ideally, within a few hours of the demonstration lesson, the coach and teacher(s) meet for a follow-up conference. This meeting lets the coach and teacher(s) discuss the demonstration lesson and clarify any questions the teacher(s) may have about implementing the lesson.

The coach and teacher(s) discuss notes and questions recorded during the demonstration lesson. As they discuss the lesson, the coach demonstrates how to reflect on instruction. The coach and teacher(s) then co-plan the lesson that the teacher(s) will deliver.

The coach schedules a day and time for each teacher's observation, being sure to allot time afterward to discuss the post-conference observation with the teacher. Ideally, the post-conference takes place on the same day as the observation.

WHAT HAPPENS WHEN A COACH OBSERVES A CLASSROOM?

The coach observes the teacher's lesson for at least 20 minutes and records what happens during the lesson on an observation form. Part of establishing trust with teachers means ensuring that classroom observations are objective, non-evaluative, and confidential. Observations help a coach and teacher work together to build teacher knowledge and proficiency in delivering effective, research-based reading instruction.

During the observation, record data in objective, non-evaluative language. An observation form is a useful framework for data collection and provides a record for the post-conference. In order for classroom observations to be effective in improving instruction, coaches need to promote a positive tone that fosters change and establishes trust. A coach can help alleviate teacher apprehension about the classroom observation by clearly communicating the goal of the observation, which is to improve instruction, not to evaluate performance.

PROCESS & PRACTICE

Classroom Observation Form (Resource 1.6)

Complete the form below based on what you see and hear in the classroom.

Teacher:_____ Coach/Observer:_____

Date: _____Grade Level:_____ Time:_____ Lesson:_____

Be sure to document what you observe regarding:

- Use of the reading program;
- Implementation of the program for the prescribed time;
- Instruction delivered according to program guidelines;
- Grouping format (includes small, whole, and intervention);
- Explicit instruction;
- Scaffolding to support student learning; and
- Monitoring student learning and progress.

Essential Component(s) of Reading

_____ Phonemic Awareness

_____ Phonics/Word Study

_____ Fluency

_____ Vocabulary

_____ Comprehension

Time	Teacher Words/Actions	Student Words/Actions	Materials/ Environment	Grouping

Using the Classroom Observation Form, the coach records descriptive data detailing what he or she observes during the lesson. Nonjudgmental observations report what the senses perceive, without additional information from the observer's mind. For instance, "Gene turned his chair over before he answered the question in class" is a non-judgmental observation. The same incident might be described in a judgmental way as: "Gene was so anxious for you to recognize him that in his eagerness to show you that he knew the answer, he noisily turned his chair over." Avoid statements of opinion and evaluative statements, but do offer constructive feedback.

Using objective statements takes practice. Complete the activity below to differentiate between objective statements and opinion.

PROCESS & PRACTICE

Identifying Objective Statements (Resource 1.7)

Read the following statements and indicate for each whether it is an objective statement or a statement of opinion.

	Objective Statement	Statement of Opinion
1. Students looked confused during explanation of how to sort word cards with CVC and CCVC words.	_____	_____
2. Teacher gives each student a bag of magnetic letters.	_____	_____
3. Teacher prefers to call on girls rather than boys.	_____	_____
4. Students respond chorally to segment and blend the word *cat*.	_____	_____
5. Three students in the back look bored.	_____	_____
6. Students sort word cards into two categories: words ending in –am and words ending in -ame.	_____	_____
7. Students sit in groups of four.	_____	_____
8. Teacher asks students to give a thumbs up if they understand.	_____	_____
9. Teacher shows students the book's cover and asks them to make predictions about what the book is about.	_____	_____
10. Activity was loosely structured.	_____	_____
11. Teacher models making words on overhead and students repeat the procedure at their desks.	_____	_____
12. Students' fluency rates were extremely high.	_____	_____
13. Teacher was unclear in explaining instructions.	_____	_____
14. Phonemic awareness instruction enhanced students' skills.	_____	_____
15. Before the read-aloud, teacher modeled the use of pre-reading comprehension strategy cards.	_____	_____

Data from observation forms can provide a framework for post-conferences. Only the observed teacher receives feedback from the coach and a copy of the data recorded during the observation. Data are not given to administrators or other teachers without the observed teacher's consent.

WHICH LESSONS SHOULD A COACH DEMONSTRATE AND OBSERVE?

The lesson a coach demonstrates and observes varies according to which lessons will best help the teacher reinforce or refine instructional techniques and practices. These lessons may be identified from assessment data, as a follow-up to professional development, or in response to a teacher's request.

Analysis of student assessment data is a primary means of identifying lessons for demonstration and observation and may call attention to teachers' needs for additional support in specific areas of instruction. The need for support may be indicated for one or two teachers, an entire grade level, or several grade levels.

> ### Example: Demonstration Lesson Based on Assessment Data
> *Ms. Williams' students consistently score below benchmark in several of the essential components of reading. This may indicate that she needs more attention and support to improve her delivery of instruction and fidelity to the reading program. The coach works very closely with Ms. Williams by assisting with planning and modeling appropriate and effective instructional practices, answering questions, and observing her delivery of the lessons.*

A coach may decide to demonstrate and observe instructional strategies in the classroom as a follow-up to previous professional development. The teachers' prior training may have taken place during a formal professional development session, a grade-level meeting, a vertical team meeting, or other opportunity for professional growth. This follow-up may include all teachers involved in the training or only those who request or need additional feedback.

> ### Example: Observation Based on Follow-Up to Professional Development
> *In a recent meeting with 1st-grade teachers, the coach demonstrated a blending lesson using sound/spelling cards. To check for proper implementation and to provide any necessary guidance, the coach visits each 1st-grade classroom to observe teachers as they deliver the lesson.*

Teachers continually strive to identify areas for growth and take the lead in improving their instruction. Knowing that you are there to support their learning and professional growth, teachers may request that you demonstrate and observe particular lessons.

> ### Example: Demonstration Lesson Based on Teacher Request
> *Mrs. Taylor is trying to incorporate more explicit phonemic awareness instruction into her kindergarten classroom. However, many of her students struggle with the activities, especially blending onsets and rimes. She asks the coach to visit her classroom during phonemic awareness instruction. After the observation, they discuss the lesson and generate ideas to improve it.*

Read the Example Classroom Observation Form (Resource 1.6) on the following page and identify possible entry points in the coaching proces. Record your ideas in the space provided on page PG 1.24.

Example: Classroom Observation Form (Resource 1.6)

Review the completed Classroom Observation Form. Record your first impressions.

Teacher: *B. Smarter* Coach/Observer: *Rita Lerner* Date: *09/05/06* Grade Level: *03* Time: *9:00* Lesson: *Isabel's Iguanas*

Be sure to document what you observe regarding:

- Use of the reading program;
- Implementation of the program for the prescribed time;
- Instruction delivered according to program guidelines;
- Grouping format (includes small, whole, and intervention);
- Explicit instruction;
- Scaffolding to support student learning; and
- Monitoring student learning and progress.

Essential Component(s) of Reading

_____ Phonemic Awareness

_____ Phonics/Word Study

_____ Fluency

__x__ Vocabulary

__x__ Comprehension

Time	Teacher Words/Actions	Student Words/Actions	Materials/ Environment	Grouping
9:00–9:05	*Teacher and students were out of the room getting juice for morning snack.*		*Reading book*	*Whole class with the exception of a student sitting behind a waist-high bookshelf.*
9:05–9:20	*"Please take out your reading book. Remember, I've told you every day there should be nothing on your desk. Everything should be in your desk but your reading book. Kenneth, you do not have your materials stacked in your desk the way I've shown you. Everyone, does Kenneth have his materials stacked correctly? Can we start our reading if our desks are not straight? Does Ms. Smarter like it if your desks are not straight? Let's go over how your books should be stacked in your desk. First you have your science book."*	*Approximately 10 students replied, "No" to the questions asked by the teacher regarding Kenneth's desk.* *All students looked into their desks when prompted to ensure materials were stacked in order.*	*Paper* *Pencil* *Tablecloths covering five stacks of materials stored around the room.*	
9:20–9:40	*"We were going to re-read this together but since we wasted so much time, take out a piece of paper and you can write the answers to the questions I ask you about the story. Where do you write your name on your paper? That's right Kenneth, you did that correctly. This is for a grade!"*	*Students numbered their papers and answered 10 questions concerning the story.*	*Flip chart of student standards on math benchmark*	

Possible Entry Points:

_____

_____

_____

_____

WHAT IS THE POST-CONFERENCE?

In the post-conference, the teacher and coach review, reflect, discuss, and determine the next steps to take to improve student outcomes.

Before the post-conference, the coach examines the data collected during the observation, and prepares for the post-conference with the teacher. The Coach's Post-Conference Planning Form can help you review the observation data and plan for the post-conference.

PROCESS & PRACTICE

Coach's Post-Conference Planning Form (Resource 1.8)

Teacher:_____   Coach:_____ Grade Level:_____

Lesson: _____   Observed on: _____ from___:____ to___:____

Essential Component(s) of Reading Addressed:

_____ Phonemic Awareness

_____ Phonics/Word Study

_____ Fluency

_____ Vocabulary

_____ Comprehension

Observation Focus:	Evidence I Observed:
The teacher is using the adopted reading program and implementing it for the prescribed amount of time.	
Instruction is explicit.	
The teacher uses scaffolding to support student learning.	
The teacher monitors student learning and progress.	
Other observations:	

The coach also encourages the teacher to reflect on the lesson before the post-conference. You may offer some reflection questions to help teachers focus on specific parts of the lesson. Teacher's Post-Observation Reflection Questions are provided below.

📖 **PROCESS & PRACTICE**

Teacher's Post-Observation Reflection Questions (Resource 1.9)

After your observation lesson, reflect on the following questions. Your responses to these questions will be used as part of our discussion during the post-observation conference.

Essential Component(s) of Reading Addressed:

_____ Phonemic Awareness   _____ Vocabulary

_____ Phonics/Word Study   _____ Comprehension

_____ Fluency

Reflections	Response
Which state standards for student learning align with this lesson?	
Did the lesson follow the reading program as designed?	
What supplemental materials were used?	
Did the supplemental materials align with the lesson's instructional objectives? What other supplemental materials might be used?	
Was the instruction explicit? How could the instruction be made more explicit?	
How was the instruction scaffolded to support student learning?	
Other observations:	

In the post-conference, the coach and teacher discuss the lesson and the data collected during the observation. Together, they identify instructional areas for improvement, set informal improvement goals, and determine the next steps of action.

The Goal-Setting Form below can be used during this phase of the coaching process.

Goal-Setting Form (Resource 1.10)

After discussing the teacher's reflections, the coach and the teacher should complete this form with the agreed-upon next steps toward improved student achievement in reading.

Teacher(s): _____

Coach: _____   Origination Date: _____   Follow-Up Date: _____

Goal /Area to Strengthen	Teacher's Next Steps	Date Accomplished	Coach's Next Steps	Date Accomplished
1.				
2.				
3.				

📖 **PROCESS & PRACTICE**

Remember B. Smarter? Let's look at the coach's and teacher's reflections on the observation in the example below. Based on this information, complete the Goal-Setting Form on page PG 1.29, identifying three areas for improving instruction and student achievement.

Example: Coach's Post-Conference Planning Form (Resource 1.8)

Teacher: _____*B. Smarter*_____ Coach: _____*Rita Lerner*_____ Grade Level:_*03*_
Lesson: _____*Isabel's Iguanas*_____ Observed on: ___*09/05/06*___ from_*9:00*_ to_*10:00*_

Essential component(s) of reading addressed

_____ Phonemic Awareness   _____ Vocabulary
_____ Phonics/Word Study   _____ Comprehension
_____ Fluency

Observation Focus:	Evidence I Observed:
The teacher is using the adopted reading program and implementing it for the prescribed amount of time.	*Ms. Smarter is using the adopted reading program. All students had a book and the necessary materials at their desks. Although the uninterrupted reading block is scheduled to begin at 9:00, Ms. Smarter said the lunchroom ladies were running behind on the juice distribution so her class was late starting today.*
Instruction is explicit.	*Details were given on the organization of materials.*
The teacher uses scaffolding to support student learning.	*Scaffolding was not observed during this lesson.*
The teacher monitors student learning and progress.	*Ms. Smarter repeated every comprehension question three times and stated the tests would be graded.*
Other observations:	*One student is sitting separate from the class.* *Colorful tablecloths cover five stacks of materials.* *Observed standards flip chart on a math benchmark.*

📓 **P R O C E S S & P R A C T I C E**

Teacher's Post-Observation Reflection Questions (Resource 1.9)

After your observation lesson, reflect on the following questions. Your responses to these questions will be used as part of our discussion during the post-observation conference.

Essential Component(s) of Reading Addressed:

_____	Phonemic Awareness	__x___	Vocabulary
_____	Phonics/Word Study	__x___	Comprehension
_____	Fluency		

Reflections	Response
Which state standards for student learning align with this lesson?	*It is number one under the reading section.*
Did the lesson follow the reading program as designed?	*The reading program is not realistic. There is no way I can do all the teacher manual suggests and get to any other subject.*
What supplemental materials were used?	*Not needed.*
Did the supplemental materials align with the lesson's instructional objectives? What other supplemental materials might be used?	*Why even look for supplemental materials when the reading program gives us too much to do?*
Was the instruction explicit? How could the instruction be made more explicit?	*Yes.*
How was the instruction scaffolded to support student learning?	*I remember you mentioning this during pre-planning. You have not brought me my scaffold yet.*
Other observations:	*Welcome to the classroom where stress is real. I've been teaching reading for 33 years, how about you?*

Goal-Setting Form (Resource 1.10)

After discussing the teacher's reflections, the coach and the teacher should complete this form with the agreed-upon next steps toward improved student achievement in reading.

Teacher(s): _____B. Smarter_____

Coach: ___*Rita Lerner*_____ Origination Date: __09/06/06__ Follow-Up Date: _____

Goal /Area to Strengthen	Teacher's Next Steps	Date Accomplished	Coach's Next Steps	Date Accomplished
1.				
2.				
3.				

Fortunately, B. Smarter is not typical of the teachers you will coach. To benefit the students in a class, you will want to use the best coaching techniques to reach the teacher. The *Leading for Reading Participant's Guide* is designed to help you accomplish this.

To review, coaching is a professional development model designed to provide on-site support to improve instruction and student achievement. The coach is a highly qualified teacher who balances many roles. To begin the process positively, teachers must value the coach's contributions. Teachers value their classrooms and students, making this a perfect entry point for discussion. During pre-, follow-up, and post-conferences, discussions need to:

• Take place as soon as possible after the lesson, be brief (15–20 minutes), and prohibit interruptions;
• Focus on the teaching, not the teacher;
• Reflect on how the lesson affects student learning;
• Talk through the instructional sequence of the lesson;
• Relate to specific aspects the teacher/coach agreed to focus on during the pre-conference;
• Identify positive features of the lesson; and
• Establish next steps for support and guidance.

The Coach's Classroom Observation Checklist below can help you organize this on-site support.

📖 **PROCESS & PRACTICE**

Coach's Classroom Observation Checklist (Resource 1.11)

Use this organization tool by checking or dating each item.

Teacher:_____ Coach/Observer:_____

Date: _____Grade Level:_____ Time:_____ Lesson:_____

Pre-Conference

_____ Teacher and coach discuss lesson focus and content, including necessary background knowledge and instructional techniques.

_____ Coach may identify one or more areas for the teacher to focus on during the lesson by using the Demonstration Lesson Focus Form (Resource 1.5).

_____ Teacher and coach determine day and time of the demonstration.

_____ Coach plans the demonstration using the Demonstration Lesson Planning Form (Resource 1.4).

During the Demonstration

_____ Teacher observes the lesson for at least 20 minutes.

_____ Teacher completes the Demonstration Lesson Focus Form (Resource 1.5).

Follow-Up Conference

_____ Teacher and coach discuss the demonstration lesson.

_____ Coach answers any questions prompted by the Demonstration Lesson Focus Form (Resource 1.5).

_____ Teacher and coach discuss lesson focus and content for observation, including necessary background knowledge and instructional techniques.

_____ Teacher may request coach to focus on one or more areas during the lesson.

_____ Teacher and coach determine day and time of the observation and post-observation conference.

_____ Coach reviews the Classroom Observation Form (Resource 1.6).

During the Observation

_____ Coach observes the lesson for at least 20 minutes.

_____ Coach takes notes on the Classroom Observation Form (Resource 1.6).

After the Observation

_____ Teacher reflects on the lesson using the Teacher's Post-Observation Reflection Questions (Resource 1.9).

_____ Coach prepares for post-conference with teacher by examining data collected during the observation and completing the Coach's Post-Conference Planning Form (Resource 1.8).

Post-Conference

_____ Teacher and coach discuss data collected from the observation.

_____ Teacher and coach identify and agree on goals.

_____ Teacher and coach use the Goal Setting Form (Resource 1.10) to determine next steps for both teacher and coach in order to reach goals.

LEARNING CENTERS

Make and Take Center

Coaching involves providing resources to assist teachers in effective reading instruction. Use this learning center time to create materials to add to your coaching collection.

Option A: Posting the reading goals for your school in each classroom can help emphasize their importance. Review the Goal Identification Form (Resource 1.1). Design goal posters for each classroom. Suggestions for design include using your school's mascot, colors, or yearly theme to make the posters visually pleasing. Use a size that can be easily reproduced.

Option B: Introduction of the coaching model to the faculty is a perfect time to clarify the roles of administration, teachers, paraprofessionals, and the coach. Draft a skit to introduce the Role Clarification Form (Resource 1.2). One suggestion would be to incorporate a rock and roll band with each member's contribution critical to the music made. Have staff members exaggerate the drum playing of the administrator, the lead guitar of the teachers, the keyboard of the paraprofessionals, and the rhythm guitar of the coach.

Notes to self on Make and Take ideas for teachers:

_____
_____
_____
_____
_____
_____
_____

Reflection Center

As you coach, you will ask many teachers to reflect on their instructional practices. Review each reflection prompt below. Select one prompt and record a response in your professional journal.

Option A: The National Staff Development Council believes that to raise levels of student performance, it is also necessary to raise educators' performance levels. As a reading coach, what part do you play in this process?

Option B: Effective coaches have a clear understanding of their own values and beliefs. They ensure that their attitudes and behaviors reflect the values and practices promoted in the state, district, and/or school reading plan. Select a school reading goal and reflect on ways your coaching practices show how that goal is valued.

Notes to self on reflection prompts:

_____
_____
_____
_____
_____
_____
_____

Technology Center

Websites offer additional information not covered in the *Leading for Reading Participant's Guide*. Visit each of the websites below to explore your interests. Make a note to bookmark these sites on your personal computer for future reference.

- National Institute for Literacy: www.nifl.gov
- What Works Clearinghouse: www.w-w-c.org

Notes to self on resources found at these websites:

_____
_____
_____
_____
_____
_____
_____

Research Center

How many times have you wished for just a few quiet moments to review the latest reading research? Your wish is granted in this learning center. Take your pick. Look through one or both of these actual documents; they draw on the foundational reading reform research.

- *Put Reading First: The Research Building Blocks for Teaching Children to Read,* Armbruster, Lehr, & Osborn.
- *Preventing Reading Difficulties in Young Children,* Snow, Burns & Griffin.

Notes to self on what these findings mean for our school:

_____
_____
_____
_____
_____
_____
_____

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CHAPTER 1: REPRODUCIBLE MASTERS

Master copies of the forms used in Chapter 1 follow.

Coaching or Coasting? (Resource 1.1)

Read the scenarios below for some reading coaching guidelines. After each statement, circle the option (a or b) that better describes what a coach can do to support classroom instruction to improve student achievement.

1. Provides support, mentoring, and assistance to all classroom teachers in the full and skillful implementation of the district's reading program.
   a. Duplicates and distributes copies of the No Child Left Behind Act.
   b. Brainstorms with teachers for small-group phonemic awareness activities.

2. Conducts demonstration lessons using research-based instructional strategies.
   a. Advises teachers to read an article on fluency from a current reading research publication.
   b. Teaches a 1st-grade vocabulary lesson using examples and non-examples.

3. Helps teachers design and deliver effective instruction.
   a. Helps teachers make word lists, letter cards, and pocket charts for a phonics and word study activity.
   b. Flags pages with interesting manipulatives in a catalog of instructional materials.

4. Observes instruction in reading classrooms and provides "next step" support for all teachers.
   a. Leaves an observation summary with suggestions for improving instructional strategies in a teacher's mailbox.
   b. Leaves a note in a teacher's mailbox confirming the meeting time to discuss the first observation.

5. Helps grade-level teams analyze and use assessment data to identify students for additional instruction and to improve overall student achievement.
   a. Distributes assessment data record forms to teachers.
   b. Meets with teachers to determine collaboratively which instructional areas need to be targeted as indicated by students' assessment scores.

6. Provides support and assistance to all teachers in implementing continuous progress monitoring.
   a. Helps teachers schedule biweekly progress monitoring for struggling readers.
   b. Assigns teachers to create a biweekly progress monitoring process struggling readers.

7. Meets regularly with the principal to review student assessment data and assess progress toward grade-level goals.
   a. Meets with the principal to share the results of the grade-level teams' collaborative plans to improve comprehension scores.
   b. Meets with the principal to announce that 3rd-grade fluency scores are very low.

8. 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.
   a. Leaves a video overview of the adopted reading program's materials for each grade-level team leader.
   b. Meets with school administrators to plan a series of focused, program-specific professional development sessions.

Answers: 1.b 2.b 3.a 4.b 5.b 6.a 7.a 8.b

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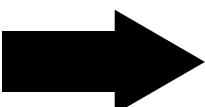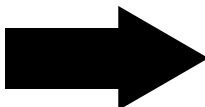## Role Clarification Form (Resource 1.2)

My role as a _____ is to:
1. _____
_____
2. _____
_____

My major responsibilities in this role are to:
1. _____
_____
2. _____
_____

My team can count on me for:
1. _____
_____
2. _____
_____

Whom I depend on:	What they need to deliver:

Those dependent on me:	What I need to deliver:

Adapted from *Pathways to Literacy: Leading Literacy Change for Coaches and Facilitators,* Hanson Initiative for Language and Literacy, 2006.

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Coach's Qualities Reflection Form (Resource 1.3)

Review each quality of an effective reading coach. Reflect and record examples from your experience that illustrate these qualities.

Quality	Example
Has experience teaching reading	
Participates in professional development (PD)	
Has experience conducting PD with adults	
Fosters trust and rapport	
Demonstrates professional ethics	
Understands own values and beliefs	
Works cooperatively with teachers	
Promotes team-building relationships	
Takes the initiative	
Builds a schoolwide resource network	
Determines priorities	
Ensures clear communication	

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Demonstration Lesson Planning Form (Resource 1.4)

Use the following prompts to guide your preparation of the demonstration lesson.

Essential component(s) of reading addressed:

_____ Phonemic Awareness _____ Vocabulary _____ Fluency
_____ Phonics/Word Study _____ Comprehension

Instructional focus:
_____
_____

Which other teachers would benefit from this demonstration lesson? Can I do one demonstration for several teachers?
_____
_____

What is the teacher's level of knowledge or skill? How much of the lesson will I need to demonstrate (e.g., entire lesson or only specific strategies or techniques)?
_____
_____

What reading content or background knowledge will I or the teacher need to review before the lesson?
_____
_____

Complete a task analysis of the lesson to be demonstrated. (Include objectives, strategies, procedures, etc.).
_____
_____

How will student learning be measured and documented?
_____
_____

What adaptations may be needed to support learning for English Language Learners, students who receive Section 504 or special education services, and advanced learners?
_____
_____

What other practice activities support students' learning of this concept or skill?
_____
_____

Additional thoughts on planning demonstration:
_____

After the demonstration lesson and the follow-up conference the coach should schedule an observation with the teacher.

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Demonstration Lesson Focus Form (Resource 1.5)

Lesson: _____ Date: _____

Teacher:_____ Essential reading component: _____

While observing the demonstration lesson, consider how the coach:

• Explains lesson objectives and procedures. • Activates prior knowledge. • Models the use of concrete examples. • Makes learning visible and breaks down instruction into steps. • Uses scaffolding to support student learning. • Integrates previously learned knowledge and skills.	• Paces instruction and provides students enough thinking time. • Provides frequent opportunities for students to respond. • Gives students immediate and specific feedback. • Adjusts instruction based on students' responses. • Monitors student learning and progress.
Notes/Observations:	**Questions:**

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Classroom Observation Form (Resource 1.6)

Complete the form below based on what you see and hear in the classroom.

Teacher: _____ Coach/Observer: _____

Date: _____Grade Level:_____ Time:_____ Lesson: _____

Be sure to document what you observe regarding:

- Use of the reading program;
- Implementation of the program for the prescribed time;
- Instruction delivered according to program guidelines;
- Grouping format (includes small, whole, and intervention);
- Explicit instruction;
- Scaffolding to support student learning; and
- Monitoring student learning and progress.

Essential Component(s) of Reading:

_____ Phonemic Awareness

_____ Phonics/Word Study

_____ Fluency

_____ Vocabulary

_____ Comprehension

Time	Teacher Words/Actions	Student Words/Actions	Materials/ Environment	Grouping

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Identifying Objective Statements (Resource 1.7)

Read the following statements and indicate for each whether it is an objective statement or a statement of opinion.

	Objective Statement	Statement of Opinion
1. Students looked confused during explanation of how to sort word cards with CVC and CCVC words.	_____	_____
2. Teacher gives each student a bag of magnetic letters.	_____	_____
3. Teacher prefers to call on girls rather than boys.	_____	_____
4. Students respond chorally to segment and blend the word *cat*.	_____	_____
5. Three students in the back look bored.	_____	_____
6. Students sort word cards into two categories: words ending in –am and words ending in -ame.	_____	_____
7. Students sit in groups of four.	_____	_____
8. Teacher asks students to give a thumbs up if they understand.	_____	_____
9. Teacher shows students the book's cover and asks them to make predictions about what the book is about.	_____	_____
10. Activity was loosely structured.	_____	_____
11. Teacher models making words on overhead and students repeat the procedure at their desks.	_____	_____
12. Students' fluency rates were extremely high.	_____	_____
13. Teacher was unclear in explaining instructions.	_____	_____
14. Phonemic awareness instruction enhanced students' skills.	_____	_____
15. Before the read-aloud, teacher modeled the use of pre-reading comprehension strategy cards.	_____	_____

Answers:
1. *Statement of Opinion*
2. *Objective Statement*
3. *Statement of Opinion*
4. *Objective Statement*
5. *Statement of Opinion*
6. *Objective Statement*
7. *Objective Statement*
8. *Objective Statement*
9. *Objective Statement*
10. *Statement of Opinion*
11. *Objective Statement*
12. *Statement of Opinion*
13. *Statement of Opinion*
14. *Statement of Opinion*
15. *Objective Statement*

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Coach's Post-Conference Planning Form (Resource 1.8)

Teacher:_____ Coach:_____ Grade Level:_____
Lesson: _____ Observed on: _____from___:____ to___:____

Essential Component(s) of Reading Addressed
_____ Phonemic Awareness
_____ Phonics/Word Study
_____ Fluency
_____ Vocabulary
_____ Comprehension

Observation Focus:	Evidence I Observed:
The teacher is using the adopted reading program and implementing it for the prescribed amount of time.	
Instruction is explicit.	
The teacher uses scaffolding to support student learning.	
The teacher monitors student learning and progress.	
Other observations:	

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Teacher's Post-Observation Reflection Questions (Resource 1.9)

After your observation lesson, reflect on the following questions. Your responses to these questions will be used as part of our discussion during the post-observation conference.

Teacher:_____ Coach/Observer:_____

Date: _____Grade Level:_____ Time:_____ Lesson:_____

Essential Component(s) of Reading Addressed:

_____ Phonemic Awareness

_____ Phonics/Word Study

_____ Fluency

_____ Vocabulary

_____ Comprehension

Reflections	Response
Which state standards for student learning align with this lesson?	
Did the lesson follow the reading program as designed?	
What supplemental materials were used?	
Did the supplemental materials align with the lesson's instructional objectives? What other supplemental materials might be used?	
Was the instruction explicit? How could the instruction be made more explicit?	
How was the instruction scaffolded to support student learning?	
Other observations:	

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Goal-Setting Form (Resource 1.10)

After discussing the teacher's reflections, the coach and the teacher should complete this form with the agreed-upon next steps toward improved student achievement in reading.

Teacher(s): _____

Coach: _____   Origination Date: _____   Follow-Up Date: _____

Goal /Area to Strengthen	Teacher's Next Steps	Date Accomplished	Coach's Next Steps	Date Accomplished
1.				
2.				
3.				

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Coach's Classroom Observation Checklist (Resource 1.11)

Use this organization tool by checking or dating each item.

Teacher:_____ Coach/Observer:_____

Date: _____Grade Level:_____ Time:_____ Lesson:_____

Pre-Conference

_____ Teacher and coach discuss lesson focus and content, including necessary background knowledge and instructional techniques.

_____ Coach may identify one or more areas for the teacher to focus on during the lesson by using the Demonstration Lesson Focus Form (Resource 1.5).

_____ Teacher and coach determine day and time of the demonstration.

_____ Coach plans the demonstration using the Demonstration Lesson Planning Form (Resource 1.4).

During the Demonstration

_____ Teacher observes the lesson for at least 20 minutes.

_____ Teacher completes the Demonstration Lesson Focus Form (Resource 1.5).

Follow-Up Conference

_____ Teacher and coach discuss the demonstration lesson.

_____ Coach answers any questions prompted by the Demonstration Lesson Focus Form (Resource 1.5).

_____ Teacher and coach discuss lesson focus and content for observation, including necessary background knowledge and instructional techniques.

_____ Teacher may request coach to focus on one or more areas during the lesson.

_____ Teacher and coach determine day and time of the observation and post-observation conference.

_____ Coach reviews the Classroom Observation Form (Resource 1.6).

During the Observation

_____ Coach observes the lesson for at least 20 minutes.

_____ Coach takes notes on the Classroom Observation Form (Resource 1.6).

After the Observation

_____ Teacher reflects on the lesson using the Teacher's Post-Observation Reflection Questions (Resource 1.9).

_____ Coach prepares for post-conference with teacher by examining data collected during the observation and completing the Coach's Post-Conference Planning Form (Resource 1.8).

Post-Conference

_____ Teacher and coach discuss data collected from the observation.

_____ Teacher and coach identify and agree on goals.

_____ Teacher and coach use the Goal Setting Form (Resource 1.10) to determine next steps for both teacher and coach in order to reach goals.

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