Role of Literacy and Coaching

- Evidenced Based Practice: Instructional Coaching Process
  - Jackson Consulting
  - Brandi Gerry

- Evidenced Based Practice: Solid Tier One Instruction in Foundational Reading Skills
  - DSU Postsecondary Partner
  - Jackson Consulting

- Evidenced Based Practice: Data Based Decision Making
  - MTSS Coordinator

- Evidenced Based Practice: Family Involvement focused on Supporting Literacy Skills
  - Parent Connection

- School's Instructional Coach
  - K-5 Classroom Teachers & Special Education Staff
    - K-5 Leadership Team
      - Principal
      - SPED Director
      - Coach
      - Classroom Teacher
  - K-5 Families & Parents
## Why Instructional Coaching?

### Why Coaching?...

**Developing Intentional Teaching**

<table>
<thead>
<tr>
<th>Ability to teach</th>
<th>Don’t Know</th>
<th>Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can’t Do</td>
<td>Mysterious</td>
<td>Theoretical</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>Unable to demonstrate</td>
</tr>
<tr>
<td>Can Do</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Steve, Kathy, and William, South Dakota, April 2012, Higher Effective Teaching Program: Teacher Learning" Slide from 2012 S181*
Why Instructional Coaching?

<table>
<thead>
<tr>
<th>Professional Learning Approaches</th>
<th>Knowledge (thorough)</th>
<th>Skill (strong)</th>
<th>Transfer (executive implementation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of Theory</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>30</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Practice</td>
<td>60</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>Peer Coaching</td>
<td>95</td>
<td>95</td>
<td>95</td>
</tr>
</tbody>
</table>
Why Coaching?...Visible Learning Effect Size on Student Learning

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

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

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

Why Instructional Coaching?

- Danielson Framework & Coaching Connections

**Domain 1: Planning & Preparation**
- #2 COACHing Focus: High-Leverage Learning through Backwards Lesson Design

**Domain 2: The Classroom Environment**
- #1 COACHing Focus: Soft Skills of Engagement for Classroom Culture & Management

**Domain 3: Instruction**
- #3 COACHing Focus: High-Leverage Learning through Instructional Gradual Release
- #4 COACHing Focus: Using Assessment and Data as a Guide to Student Learning

**Domain 4: Professional Responsibilities**
- Ongoing COACHing Focus: Reflection, analysis and learning as an individual and colleague
Why Instructional Coaching?

So “Why Coach?”

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

Colleagues Observing Assisting Communicating & Helping
Coaching Role Sort

Team Discussion Activity

<table>
<thead>
<tr>
<th>The Instructional Coach Will...</th>
<th>The Instructional Coach Will Not...</th>
</tr>
</thead>
</table>


Components of the Literacy Coaching:

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

<table>
<thead>
<tr>
<th>Summer 2018</th>
<th>Mackay-Library Commons Pierre, SD</th>
<th>Coaching: Days 1, 2, &amp; 3</th>
<th>New coaches Trainer: Jill Jackson</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-5:00 p.m.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>May 29, 30, 31</td>
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</table>
Instructional Literacy Coaching Supports

Evidenced Based Practice: Instructional Coaching Process
Coaching Cycle

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

**Instructional Coaching: Cheat Sheet for Teachers**

**Pre-Conference**
- What are 1-2 things that currently frustrate me during my teaching?
- What professional development have I had success with or struggled to implement that I think is really important?
- What are the names of a couple of students that I can't seem to move? Why do I think they're stuck?
- My data is showing that is a trend. Do I need help in this area?

**Gathering Data**
- What teaching data would mean a lot to me?
- Have I set up the notes to capture the most important information?
- Are there specific students that I would like to check on during this phase?
- How can I apply the feedback I get from the data into my lesson planning in the future?

**Debriefing**
- If I were in the balcony of the classroom, what would I have wanted to see during this lesson?
- What questions about the data or the lesson do I have for my coach?
- What stands out as a "needs to change right away" from this lesson?
- What am I really feeling confident about in my teaching?
- What content do I need to work on?
# Principal and Coach 15 Minute Weekly Calibration

**DATE**

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

<table>
<thead>
<tr>
<th><strong>How are we doing on accomplishing our instructional goal in the big picture?</strong></th>
<th><strong>Which grade levels/teachers are struggling to make progress toward the instructional goal?</strong></th>
<th><strong>Which grade levels/teachers are making progress toward the instructional goal?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 MINUTES</strong></td>
<td><strong>2 MINUTES</strong></td>
<td><strong>2 MINUTES</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What type of adjustment do we need to make in our team meetings to continue our progress or to jump-start it?</strong></th>
<th><strong>Are there specific teachers who are struggling with coaching and receiving feedback? What can we do to address their reluctance and move forward?</strong></th>
<th><strong>Are there specific teachers who are progressing really well in coaching who need direct encouragement from the principal?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 MINUTES</strong></td>
<td><strong>3 MINUTES</strong></td>
<td><strong>1 MINUTE</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Coach to principal: What would you like to see from me next week as I coach?</strong></th>
<th><strong>Principal to coach: What support do you need from me to continue progressing in your coaching?</strong></th>
<th><strong>What is the date and time for our next meeting?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 MINUTE</strong></td>
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Administrative Supports

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