



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

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### 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

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### Note Your Questions



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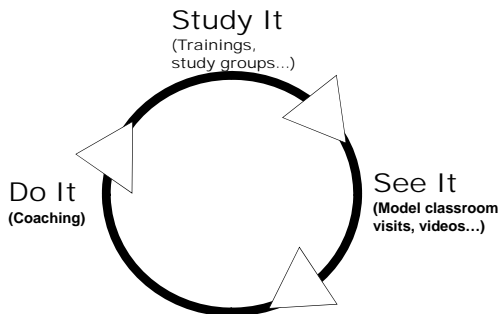
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### The Role of Coaching within a Continuous Professional Development Model



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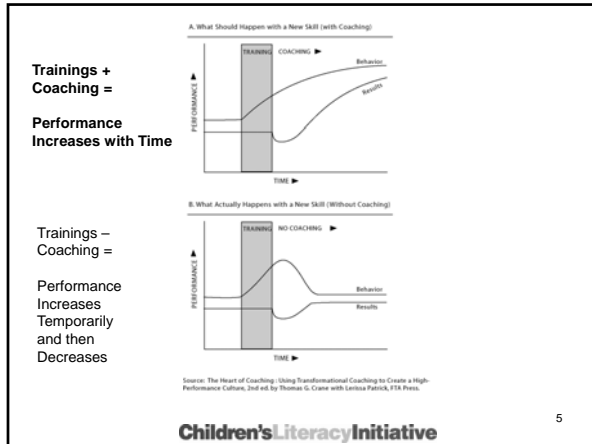
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**Professional development is best achieved when teachers...**

- 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)

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**Role of the Coach**

|   |   |   |
|---|---|---|
| <b>Formal</b>   | & | <b>Informal</b>   |
| <ul style="list-style-type: none"> <li>• One-on-one coaching</li> <li>• Facilitate grade level meetings</li> <li>• Develop and delivering trainings</li> <li>• Study groups</li> <li>• Acting on a leadership team</li> </ul> |   | <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Sharing resources</li> <li>• Setting up learning environments</li> <li>• Water cooler conversations</li> <li>• Informal feedback</li> </ul> |

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## 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*



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## Apprenticeship Learning

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

(Collins, Brown & Newman 1989)

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## 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.

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**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

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**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)

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**Activity #2**  
**Observing a Coaching Session**

*Handout: Video viewing sheet*

Content-Focused Coaching  
in action

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**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.

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**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)

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

*by Doug Estes March 2007*

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### 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

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### 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

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### 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

Jana & Sharon

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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*

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# 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

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*Complete identifying information:*

Coach \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Room # \_\_\_\_\_ School \_\_\_\_\_

|   |   |
|---|---|
| <p><b>On-Site Coach Activities</b></p> <p><b>COACHING</b></p> <p>Pre-Conference _____</p> <p>Observe/Assist/Model Lesson _____</p> <p>Post-Conference _____</p> <p><b>ENVIRONMENT</b></p> <p>ECERS Observation (1<sup>st</sup>/2<sup>nd</sup>) _____</p> <p>ELLCO Observation (1<sup>st</sup>/2<sup>nd</sup>) _____</p> <p>Develop ECERS/ELLCO Plan of Action _____</p> <p>Monitoring Plan of Action for Progress _____</p> <p><b>OTHER SUPPORT</b></p> <p>Orientation/Training of Classroom staff on: _____</p> <p>Conferencing with: _____</p> <p>Supplied Resources: _____</p> <p>PD Implementation: _____</p> | <p><b>Program Management</b></p> <p><b>AUDITING</b></p> <p>Status (in compliance/out of compliance): _____</p> <p>Self Assessment _____</p> <p>CYS _____</p> <p>Federal _____</p> <p><b>ADDITIONAL AREAS OF FOCUS</b></p> <p>COPA/Enrollment _____</p> <p>Program Compliance:</p> <p>Education _____</p> <p>Health _____</p> <p>Social Service (Partnerships) _____</p> <p>Nutrition _____</p> <p>Mental Health _____</p> <p>Disabilities _____</p> <p>Parent Involvement _____</p> <p>NRS _____</p> <p>Lesson Plan alignment with IL Standards _____</p> <p>CC.net Analysis _____</p> <p>Technical Support _____</p> <p>Special Project: _____</p> |
|---|---|

DISPOSITION OF COPIES  
WHITE - Area Office    YELLOW - Principal

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Coach Comments:

Teacher Comments:

Plans for Next Visit

Recommendations/Follow up:

Between now and next visit, Coach will:

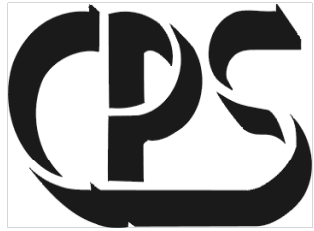
Between now and next visit, teacher will:

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



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## Innovation Configuration Map: Coaches Role Component 3: Knowledge

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



# Chicago Public Schools OFFICE OF EARLY CHILDHOOD EDUCATION



## Innovation Configuration Map: Coaches Role Component 4: Professionalism


| DESIRED OUTCOMES  | Level 1:<br>HIGHLY EFFECTIVE  | Level 2:<br>PROFICIENT   | Level 3:<br>BASIC   | Level 4:<br>UNSATISFACTORY  |
|---|---|--|---|---|
| <p><b>ESSENTIAL PROFESSIONAL RESPONSIBILITIES:</b></p> <ul style="list-style-type: none"> <li>• Reflect on Practice</li> <li>• Follow Procedures</li> <li>• Prepare Reports</li> <li>• Coordinate Work w/ Others</li> <li>• Participate in Prof Community</li> <li>• Engage in Prof Development</li> <li>• Exhibit Professionalism</li> </ul> | <p><u>Takes</u> leadership role when meeting weekly with other.<br/><u>Shares</u> highly accurate and perceptive reflections with teachers and peers.<br/><u>Promotes</u> established procedures and suggests improvements for program efficiency.<br/><u>Takes</u> leadership role in coordinating work efforts.<br/><u>Makes</u> a substantial contribution to the Professional Community.<br/><u>Seeks</u> opportunities to present pertinent Professional Development sessions.</p> | <p><u>Participates</u> in meetings with other Coaches.<br/><u>Shares</u> accurate and objective reflections with peers.<br/><u>Follows</u> established procedures consistently.<br/><u>Submits</u> detailed reports timely.<br/><u>Participates</u> actively in the Professional Community and Professional Development opportunities beyond requirements.<br/><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.<br/><u>Shares</u> reflections that are moderately accurate.<br/><u>Submits</u> reports with basic data.<br/><u>Responds</u> positively when requested to coordinate work efforts with others.<br/><u>Attends</u> some Professional Community activities.<br/><u>Meets</u> minimum requirements for recertification through work related Professional Development opportunities.</p> | <p><u>Refuses</u> to meet with other Coaches.<br/><u>Shares</u> inaccurate or self-serving reflections.<br/><u>Fails</u> to follow established procedures.<br/><u>Submits</u> reports which are incomplete, inaccurate, or late.<br/><u>Displays</u> no interest or effort in coordinating work w/with others.<br/><u>Avoids</u> participating in the Professional Community and Professional Development opportunities.<br/><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)

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### 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

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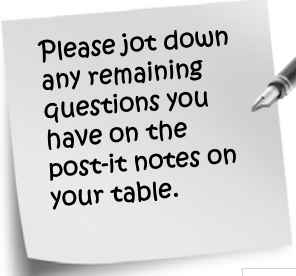


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### Note Your Questions

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**Children's Literacy Initiative**

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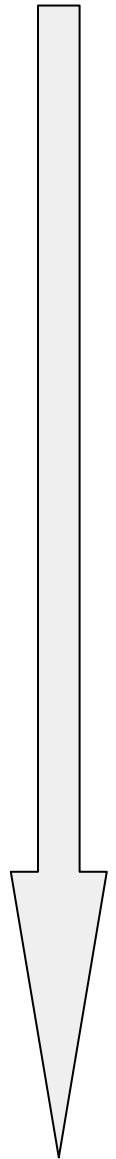
## Activity #1 Video Viewing Sheet



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?



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## Activity #2 Content-focused Coaching



### *Viewing Lens: What's the Coach Doing?*

#### **Pre-conference**

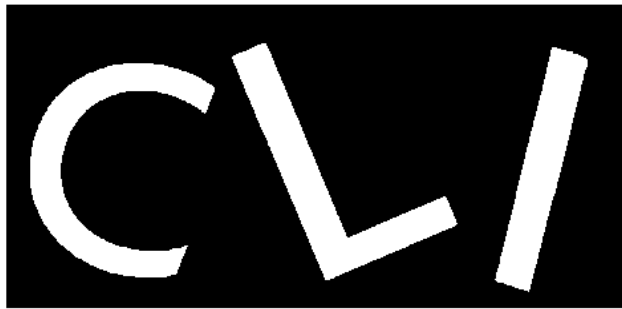
What is the coach doing or saying? Record specific quotes, questions asked, or general statements.

#### **Lesson**

What is the coach's role during the lesson? How is she supporting the teacher?

#### **Post-conference**

What is the coach doing or saying?



## Children's Literacy Initiative

### Progress as a Professional Developer

A Reflective Guide and Goal-Setting Tool

Professional Developer: \_\_\_\_\_

Person filling out form: \_\_\_\_\_

Dates: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Region: \_\_\_\_\_

Coaching Hours Assigned:

Coaching Hours Worked:  as of \_\_\_\_/\_\_\_\_/\_\_\_\_

#### Assignments:

- |   |                                     |  |
|---|-------------------------------------|--|
| <input type="checkbox"/> Coaching                 | <input type="checkbox"/> Institutes | <input type="checkbox"/> Content Development   |
| <input type="checkbox"/> Grade-level Meetings     | <input type="checkbox"/> Seminars   | <input type="checkbox"/> Regional Coordinating |
| <input type="checkbox"/> Model Classroom Coaching | <input type="checkbox"/> Workshops  | <input type="checkbox"/> Presenting Trainings  |
| <input type="checkbox"/> Coaching Partner         | <input type="checkbox"/> Mentor     |  |

**Other:** \_\_\_\_\_

Which trainings?  
\_\_\_\_\_  
\_\_\_\_\_

## Performance as a Professional Developer

### Knowledge Base

| Date:  |  |  |  | Comments (labeled with number and date): |
|--|--|--|--|--|
| 1. Demonstrates knowledge of current literacy theory/research and CLI's core strategies while working with students, teachers and colleagues         |  |  |  |  |
| 2. Exhibits knowledge about other literacy practices (guided reading, Reader's & Writer's Workshop, Interactive Writing, etc)                        |  |  |  |  |
| 3. Maintains interest in and knowledge of high-quality children's literature   |  |  |  |  |
| 4. Keeps up to date with relevant district, state and national standards for reading & writing and helps teachers set goals in accordance with these |  |  |  |  |
| 5. Visits model classrooms to observe teachers' practices  |  |  |  |  |
| 6. When possible, attends conferences and presentations on education   |  |  |  |  |
| <b>Applies CLI strategies and techniques with teachers in these areas:</b>   |  |  |  |  |
| 7. Literacy environment  |  |  |  |  |
| 8. Intentional read alouds   |  |  |  |  |
| 9. Message Time Plus®  |  |  |  |  |
| 10. Small group learning and management (including literacy applications)  |  |  |  |  |
| 11. Writing and Writer's Workshop  |  |  |  |  |
| 12. Reading and Reader's Workshop  |  |  |  |  |
| <b>Models these elements of effective instruction for teachers:</b>  |  |  |  |  |
| 13. Sense of purpose: makes clear to children before/after lesson what skill they are learning and how it will help them as readers or writers.      |  |  |  |  |
| 14. Sets clear expectations for students' work and behavior  |  |  |  |  |
| 15. Adheres to objective of lesson (without getting sidetracked).  |  |  |  |  |
| 16. Uses time wisely and deals efficiently with distractions   |  |  |  |  |
| 17. Asks thoughtful, developmentally appropriate, open-ended questions to engage learners and extend their thinking                                  |  |  |  |  |
| 18. Gives students time and support to build knowledge through discussion and facilitates lively discourse   |  |  |  |  |
| 19. Uses a variety of teaching strategies when introducing a skill or concept, e.g. explaining, modeling, thinking aloud                             |  |  |  |  |
| 20. Models how teacher is a lead learner: speaks to children as a fellow reader or writer, and shares her/his own experience when appropriate        |  |  |  |  |
| 21. Differentiates instruction in planning and delivering lessons to meet students' various learning styles  |  |  |  |  |
| 22. Self-reflection: considers and evaluates own behavior and effect   |  |  |  |  |

## Performance as a Professional Developer

# Coaching

| Date:   |  |  |  | Comments (labeled with number and date): |  |
|---|--|--|--|--|--|
| <b>Coaches teacher toward implementation of best practices</b>  |  |  |  |  |  |
| 1. Collects information about school, classroom context, resources, and teacher ability (through discussion and observation) to inform coaching plans   |  |  |  |  |  |
| 2. Establishes good rapport and trust (verbally and/or non-verbally)  |  |  |  |  |  |
| 3. Acts flexibly & collaboratively in coaching relationship   |  |  |  |  |  |
| 4. Enters coaching situation with thoughtful and intentional lesson plans and materials to support teachers   |  |  |  |  |  |
| 5. Provides examples of organization and routines to help teachers try new instructional practices  |  |  |  |  |  |
| 6. Articulates the rationale behind a strategy or technique to help teachers understand why the practice is important for student learning  |  |  |  |  |  |
| 7. Shows and discusses examples of exemplary CLI practices (i.e. demonstration, video, or guided observation of model lesson)   |  |  |  |  |  |
| 8. Encourages teachers to try new techniques and strategies by scaffolding their attempts – by planning, modeling, co-teaching, offering suggestions.   |  |  |  |  |  |
| 9. Establishes a coaching plan of action with teacher at every visit  |  |  |  |  |  |
| 10. Suggests specific, targeted changes in routines, management, and behavior that fit the individual teacher and coaching goals  |  |  |  |  |  |
| <b>Pre-conference: Conducts effective pre-conferences at every visit</b>  |  |  |  |  |  |
| 11. Plans time to meet with teacher for a pre-conference before lesson  |  |  |  |  |  |
| 12. Approaches teacher as colleague - co-investigators of teaching & learning   |  |  |  |  |  |
| 13. Addresses core issues in lesson design when conferring and co-planning before the lesson  |  |  |  |  |  |
| 14. If planning to teach a demonstration lesson, explains how core issues in lesson planning were addressed or considered   |  |  |  |  |  |
| 15. Articulates intended learning outcomes (literacy concepts or skills, learning behaviors) in a clear and concise way   |  |  |  |  |  |
| 16. Engages teacher in exploration of the lesson's literacy content to deepen content knowledge and discuss effective pedagogy  |  |  |  |  |  |
| 17. Helps teacher choose an observational focus to investigate while observing the professional developer, or for the professional developer to observe and record while the teacher teaches. |  |  |  |  |  |

| <b>The Lesson:</b> Works effectively with teacher during the lesson   |  |  |  | <b>Comments</b> (labeled with number and date): |
|---|--|--|--|---|
| 18. Uses a variety of formats for providing support during the lesson (i.e. professional developer <b>teaching</b> , <b>co-teaching</b> , or <b>observing</b> teacher)          |  |  |  |   |
| 19. If observing, professional developer intervenes in agreed upon ways (i.e. clarifying when students seem confused, co-conferring with small groups)                          |  |  |  |   |
| 20. Collects data related to teacher's line of inquiry (non-judgmental)   |  |  |  |   |
| <b>Post-conference:</b> Conducts post-conferences that foster teacher reflection and self-monitoring  |  |  |  |   |
| 21. Asks for teacher's impressions and interpretations of lesson  |  |  |  |   |
| 22. Asks questions that promote reflection and discussion   |  |  |  |   |
| 23. Examines student work with teacher for evidence of learning   |  |  |  |   |
| 24. Shares notes from lesson with teacher as a source of information for pursuing the area of focus identified in pre-conference  |  |  |  |   |
| 25. Engages teacher in analysis and discussion of instruction (teacher's or coach's), helping teacher reflect on the direct connection between instruction and student learning |  |  |  |   |
| 26. Helps teacher set ambitious but realistic goals to apply new knowledge in her/his instruction   |  |  |  |   |

## Performance as a Professional Developer Presenting and Facilitating

**Date:**

**Comments** (labeled with number and date):

### Conducts effective Institutes, seminars, workshops, and parent meetings

|   |  |  |  |
|---|--|--|--|
| 1. Builds rapport and trust with participants to create a climate of respect and to foster collaboration and risk-taking        |  |  |  |
| 2. Conveys focused information and gives concise instructions   |  |  |  |
| 3. Follows the CLI training format to provide consistency of training   |  |  |  |
| 4. Adjusts pace & interaction to balance needs of group and training goals  |  |  |  |
| 5. Uses tone of voice, enthusiasm, & eye-contact to engage participants   |  |  |  |
| 6. Highlights key points in a discussion to guide group toward training objectives  |  |  |  |
| 7. Models key instructional practices   |  |  |  |
| 8. Respects and validates participants' contributions   |  |  |  |
| 9. Deals effectively with resistant/difficult participants  |  |  |  |
| 10. Provides doable examples from classroom contexts to show teachers how to use a strategy                                     |  |  |  |
| 11. Provides specific suggestions and techniques to motivate participants to plan implementation of new practices               |  |  |  |
| 12. Knows objective of presentation and stays on task to meet it  |  |  |  |
| 13. Understands the differences and similarities between adult and child learners and respects participants' learning processes |  |  |  |
| 14. Explains pedagogy, research, and evidence that support specific practices   |  |  |  |
| 15. Keeps up-to-date on new and revised trainings   |  |  |  |
| <b>Facilitates productive grade-level meetings</b>  |  |  |  |
| 16. Arrives early and prepared for grade level meetings   |  |  |  |
| 17. Focuses facilitation on participation and co-construction of knowledge  |  |  |  |
| 18. Fosters collaboration to build a learning community that will sustain itself (without the professional developer)           |  |  |  |
| 19. Keeps discussion centered on teaching & learning about the topic  |  |  |  |
| 20. Engages teachers in looking at student work for evidence of learning  |  |  |  |
| 21. Works with teachers so that they have something concrete to try after the meeting   |  |  |  |

**Performance as a Professional Developer  
Contributions to the Organization**

|   | <b>Date:</b> |  |  | <b>Comments</b> (labeled with number and date): |
|---|--------------|--|--|---|
| 1. Comes prepared to monthly meetings, trainings, and Developing the Professional Developer (DPD) sessions and participates actively  |              |  |  |   |
| 2. Participates in special projects and content development meetings  |              |  |  |   |
| 3. Mentors other trainers formally and/or informally  |              |  |  |   |
| 4. Acts as a Coaching Partner to colleagues (when asked)  |              |  |  |   |
| 4. Interacts professionally & positively with CLI colleagues  |              |  |  |   |
| 5. Gives a positive and professional impression of CLI in the field (dress, demeanor, etc.)   |              |  |  |   |
| 6. Serves as an effective liaison in the field (relays information and requests from schools, keeps appropriate CLI staff members informed on project progress and development) |              |  |  |   |
| <b>Logistical Contributions</b>   |              |  |  |   |
| 7. Is flexible and willing with scheduling (volunteers for additional assignments, fills in on short notice)  |              |  |  |   |
| 8. Delivers assigned coaching hours on time, and warns training department about potential non-completion   |              |  |  |   |
| 9. Submits paperwork promptly & regularly (Coaching Action Plans, TELP forms, evaluations and sign-in sheets, invoices)   |              |  |  |   |
| 10. Checks e-mail daily   |              |  |  |   |
| 11. Checks CLI voicemail daily  |              |  |  |   |
| 12. Maintains contact with regional coordinator and submits bimonthly report on time  |              |  |  |   |
| 13. Takes and submits illustrative “before and after” photos when needed  |              |  |  |   |
| 14. Works to solve PD Department issues by sharing concerns and making constructive suggestions for improvement for a positive outcome  |              |  |  |   |

# Children's Literacy Initiative

## Teacher's Effective Literacy Practices

Teacher: \_\_\_\_\_

Professional Developer: \_\_\_\_\_

Grade: PreK K 1st 2nd 3rd Other: \_\_\_\_\_

Project: \_\_\_\_\_

School: \_\_\_\_\_

Region: \_\_\_\_\_

Date of First Visit: \_\_\_\_\_

Date of Last Visit: \_\_\_\_\_

Total Coaching Hours Received by Teacher: \_\_\_\_\_

Teacher coached by the same PD for all hours? Y / N

If teacher was not coached by the same PD for all hours, please explain: \_\_\_\_\_

\_\_\_\_\_

### Pages Completed for This Teacher

PreK-3: General Elements of Effective Teaching

PreK-3: Message Time Plus®

PreK-3: Literacy Environment

PreK-3: Effective Practices in the Areas of Reading Instruction

PreK-3: Intentional Read Aloud

K-3: The Workshop Model

PreK: Small Group and Individualized Learning

PreK-3: Writing

K-3: Small Group and Individualized Learning

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PreK-3 Literacy Environment

|       |    | Goal  | Initial | Final |  |
|-------|----|---|---------|-------|--|
| Books | 1  | Classroom contains a library corner with books and comfortable seating in a quiet area                                  | G       |       |  |
|       | 2  | Book collection is appropriate and balanced   | G       |       |  |
|       | 3  | The library corner is the classroom's focal point   | G       |       |  |
|       | 4  | Quality books are displayed with the front covers facing out  | G       |       |  |
|       | 5  | All books used in the classroom are in good condition   | G       |       |  |
|       | 6  | A home lending library with a checkout system is in regular use by the class  | G       |       |  |
|       | 7  | Clusters of books are organized according to theme, genre, and/or author  | G       |       |  |
|       | 8  | Books are displayed at different stations/centers around the classroom  | G       |       |  |
|       | 9  | Leveled books are sorted by difficulty and available for independent reading (K-3)                                      | G       |       |  |
| Print | 10 | Classroom is filled with authentic and purposeful (rather than decorative and commercial) print                         | G       |       |  |
|       | 11 | Labels are used for environmental print and stations/centers in the classroom   | G       |       |  |
|       | 12 | A high-frequency word wall is visible and near the message board/chart  | G       |       |  |
|       | 13 | Theme and vocabulary words are posted separately from the high-frequency word wall                                      | G       |       |  |
|       | 14 | Wall and board space is devoted to learning resources and children's work   | G       |       |  |
|       | 15 | Displayed work includes child-written description appropriate to developmental writing stage                            | G       |       |  |
|       | 16 | Teacher frequently displays children's writing (at every developmental writing stage) with appropriate teacher feedback | G       |       |  |
|       | 17 | Charts (alphabet and anchor) are in clear view of the children  | G       |       |  |
|       | 18 | Charts(alphabet and anchor) are created with, by, and/or in front of the children                                       | G       |       |  |
|       | 19 | Charts are appropriately retired or stored throughout the year as to accurately reflect what is being taught            | G       |       |  |
|       | 20 | Children utilize resources in the classroom such as the word wall, charts, books, materials, etc.                       | G       |       |  |
| Space | 21 | Learning areas reflect a cozy, home-like environment  | G       |       |  |
|       | 22 | Classroom is designed to meet the needs of various learners   | G       |       |  |
|       | 23 | Classroom contains a large-group meeting area   | G       |       |  |
|       | 24 | Classroom contains small-group learning areas   | G       |       |  |
|       | 25 | Classroom contains an area for small-group or individual meetings with the teacher                                      | G       |       |  |
|       | 26 | 90% of classroom space is dedicated to children's learning  | G       |       |  |
|       | 27 | Classroom appears well organized, uncluttered and appealing   | G       |       |  |
|       | 28 | Children utilize purposeful and clearly defined spaces in the classroom   | G       |       |  |
|       | 29 | Teacher establishes routines and rituals through mini-lessons   | G       |       |  |
|       | 30 | Students participate in the organization, management, and upkeep of the literacy environment                            | G       |       |  |
|       | 31 | Teacher works with school schedule to maximize uninterrupted literacy opportunities                                     | G       |       |  |

Initial Observations:

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Final Observations:

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# Coaching Action Plan

Teacher:

Professional Developer:

Project #:

| Date | Goal | Action Steps | Notes |
|------|------|--------------|-------|
|      |      |              |       |
|      |      |              |       |
|      |      |              |       |
|      |      |              |       |

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