



Building A Coaching Toolbox

Standards, Strategies and Supports for
Advanced Literacy Coaching

Session 2



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Building a Coaching Toolbox: Session 2 Objectives





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Domain C: Pedagogy & Andragogy

“...adults, like children, need to feel emotionally safe in order to be able to learn.”

– Elena Aguilar

Florida Literacy Coaching Domains

A

Knowledge of and ability to apply effective methods for planning, implementing and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices

B

Ability to effectively collect and use data on instructional practices to inform and implement professional learning opportunities

C

Knowledge of and ability to apply effective pedagogy and andragogy



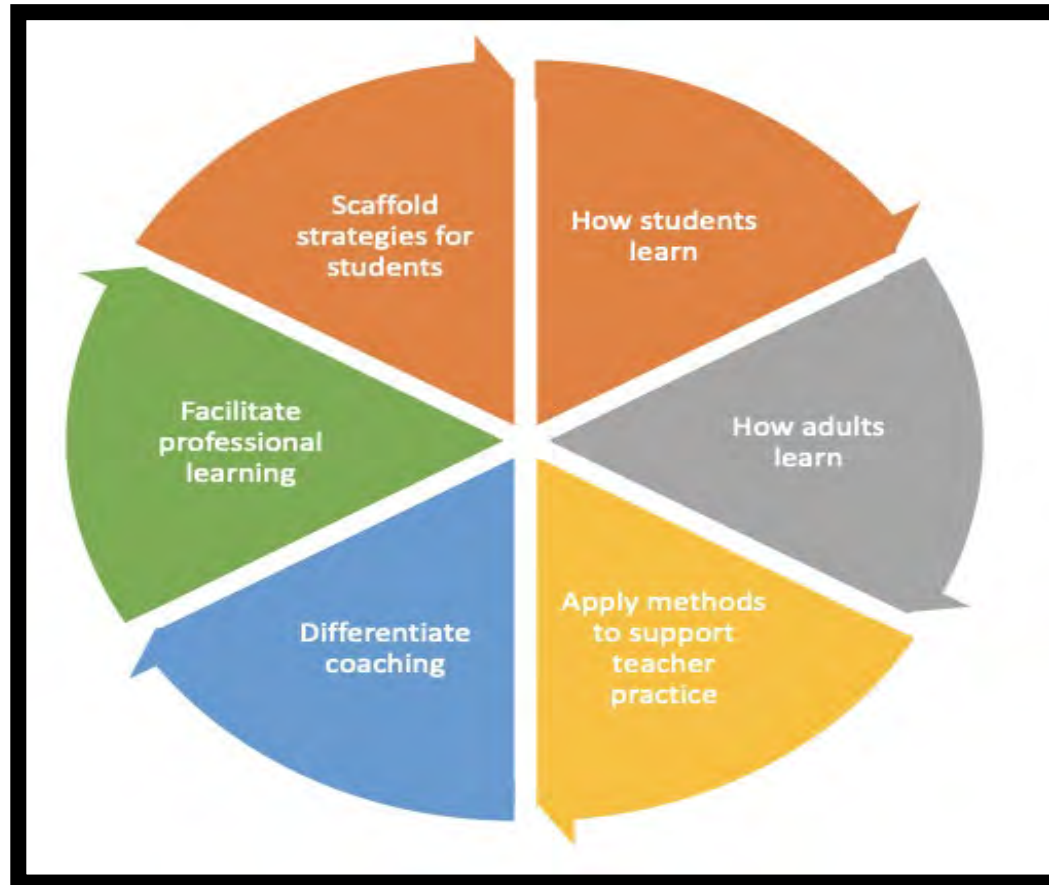
D

Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture

E

Ability to grow professionally

Domain C: A Closer Look at Standards



Principles of Andragogy

PRINCIPLES OF ANDRAGOGY



The learner's need to know



Readiness to learn



Self-directed learning



Orientation to learning and problem solving



Prior learning experience



Motivation to learn







Reference: Knowles, Holton & Swanson (2005). Chapter 9: New perspectives on Andragogy. The Adult Learner : The Definitive Classic in Adult Education and Human Resource Development.

Image: YouTube

<https://www.youtube.com/watch?v=UgNeWsbKDUY>

Coaching Scenario

A middle school literacy coach is working with a team of teachers across grades 6-8 who will provide support to students next year in foundational skills. The team consists of the following levels of experience:



First-year educators



Experienced teachers with the current Language Arts Florida Standards (LAFS) who have not taken B.E.S.T. Standards training



Experienced teachers who attended multiple B.E.S.T. Standards professional learning this year but have not implemented the new standards

CONTINUUM OF COACHING

Public voice ← Private voice → Inner voice

Interactive coaching

Intraactive coaching

Facilitate a workshop to improve learning and instruction based on assessment	Provide an observation lesson to improve learning and instruction based on static and dynamic assessment	Co-teach with a host teacher in an observation classroom to improve learning and instruction based on static and dynamic assessment	Confer, observe, and debrief to improve learning and instruction using assessment	Facilitate RtI²/MTSS team or literacy leadership team to investigate adaptive challenges using static and dynamic assessment	Facilitate lesson study or action research to improve learning and instruction using assessment
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Increased external scaffolding

Decreased external scaffolding

Subject-centered pedagogy

Solution-seeking andragogy

Transformation may occur when teachers or his or her coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practices based on behavioral evidence.

Note: The term *observation lesson* has been used to replace *demonstration lesson* to denote the opportunity being provided versus a model lesson to emulate.

Adapted from:
Puig, E.A. & Froelich, K.S. (2011), 2nd ed. *The literacy coach: Guiding in the right direction*. Allyn & Bacon/ Pearson.



Domain D: Collaborative Culture

“None of us is as smart as all of us.”
– Ken Blanchard

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Essential Questions

- What builds culture?
- What does coaching language sound like and how is it used?
- How does it feel to guide a conversation with the four types of coaching language?



Image: Pixabay

Why Everyone Deserves a Coach



[The Coach in the Operating Room | The New Yorker](#)

4 'A's Protocol

1. What **Assumptions** can you make?

2. Where do you **Agree**?

3. What might you **Argue**?

4. What are your **Aspirations** for reflection and feedback?

Providing Feedback

RECOMMENDATIONS

Use objective data.

Observational data are most valuable when they are objective, measurable, specific/precise, consistent across observers, non-judgmental, and indisputable. When we combine objective data into evidence that affirms or negates a hypothesis or helps to clearly answer a question, then we engage in expert, professional practice. We also develop our appreciation and capacity for data-based decision-making and avoid the pitfalls of bias, prejudice, and other obstacles to equity and effective service to students, parents, oneself, and our colleagues.

Describe rather than evaluate.

By avoiding evaluative language, the feedback is more likely to be applied. It is less likely that the teacher will react defensively. It also helps to encourage the teacher to use the feedback as s/he sees fit. Descriptive feedback helps focus the teacher on the behavior or issue rather than a judgment.

Examples:

- Evaluative: *What a great lesson!*
- Descriptive: *Your initial questions invited students to connect the book's characters to their personal lives. Their written responses show the range of connections they made and their engagement with the topic.*

Be specific rather than general.

Avoid using labels, professional jargon, or general terms that may be interpreted differently. The more specific the feedback, the more useful it will be to the teacher.

Examples:

- General: *Students knew exactly what to do when they came in.*
- Specific: *Within 2 minutes of returning from recess, 12 of the 14 students looked at the board for the transition activity and began working on their math problems.*

Elements of Trust

Respect

- The recognition of each person's role

Competence

- Ability one has in order to achieve the desired outcomes

Personal Regard

- Perception of how one goes beyond what is required of their role in caring for another person

Integrity

- Consistency between what people say and what they do

Building Trust

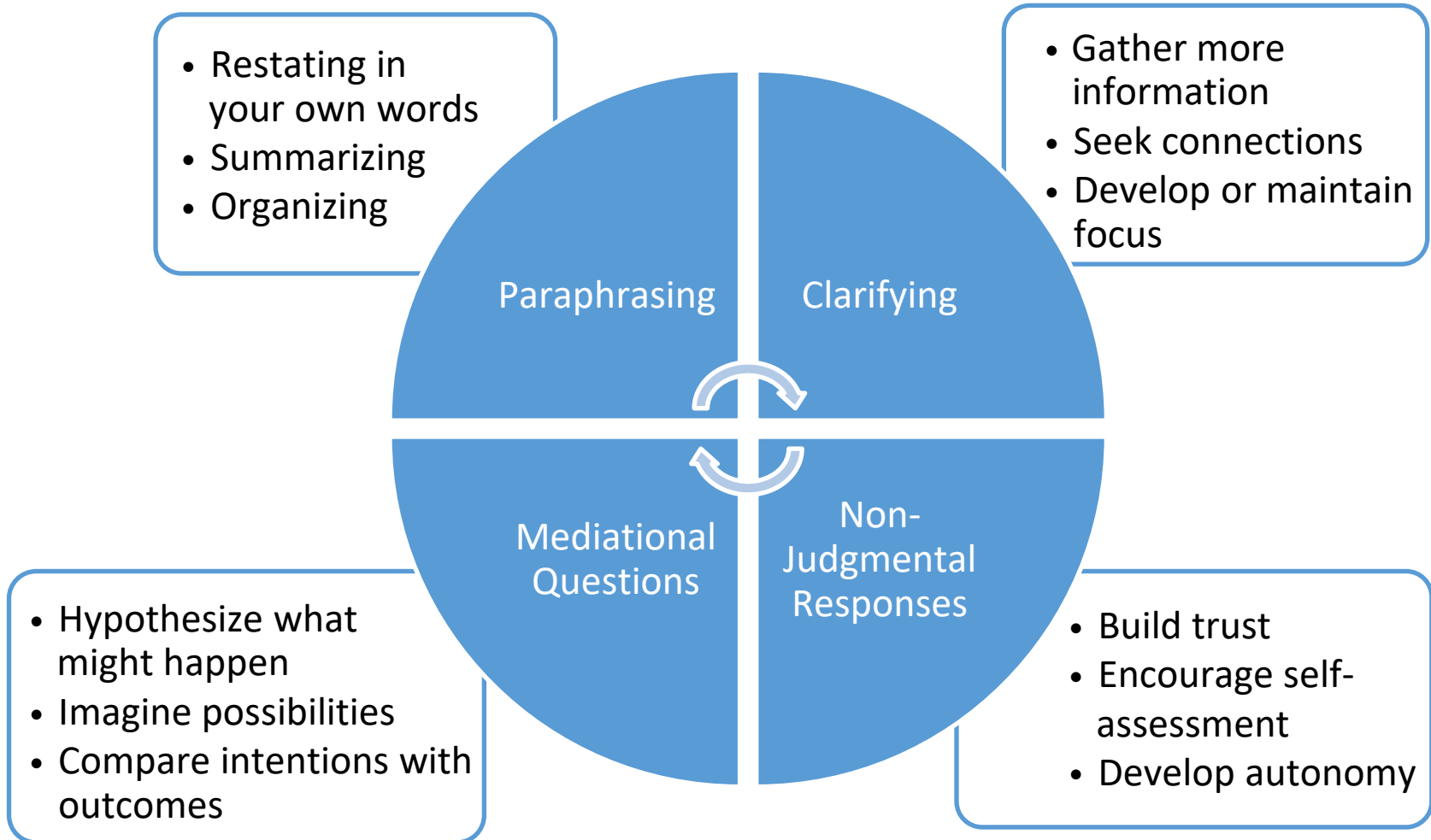


Trust Builders

Trust Busters



Coaching Language



Coaching Language Practice

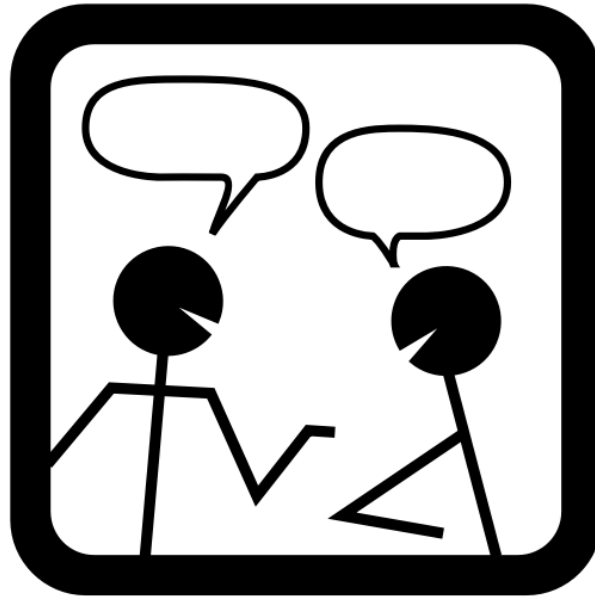


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Domain E: Professional Growth for Coaches

*“Real change, enduring change happens
one step at a time.”*

– Ruth Bader Ginsburg

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Self-Assessment



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Do I have opportunities to analyze my performance data to improve my coaching and instructional knowledge?

Is my feedback solicited to ensure that I am receiving adequate support?

Is my time protected so I can focus on coaching and reflection?

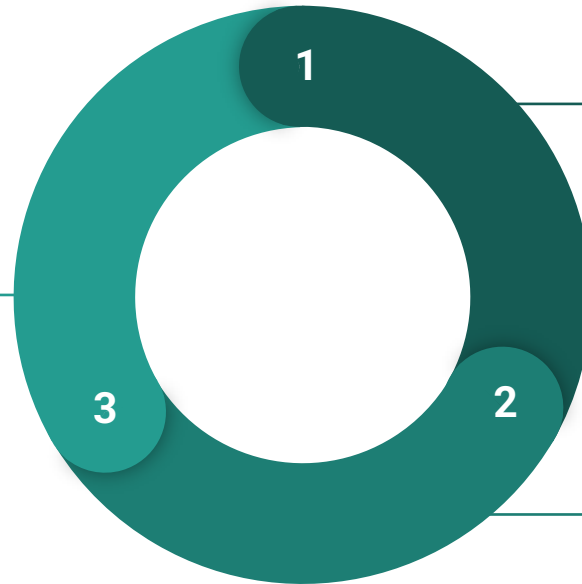
Do I have opportunities for collaborative partnerships?

Do I have opportunities for professional growth and development?

Coaching the Coach

Plan of Action

Using evidence from data,
develop a plan of action



Collect Data

Observation, video, survey
from teachers and
administrators, coaching
logs

Debrief

Meet with leadership team
to discuss data collection and
receive feedback



Image: Pixabay

Collecting Data



- ✓ **Classroom walkthroughs**
- ✓ **Observation forms**
- ✓ **Data from satisfaction surveys administered to teachers and principals**
- ✓ **Disaggregated student data, observations of coaches in action**
- ✓ **Anecdotal and qualitative data collected from teams a coach works with**

Debrief

**Look for:
Areas of strength
&
Opportunities for
improvement**

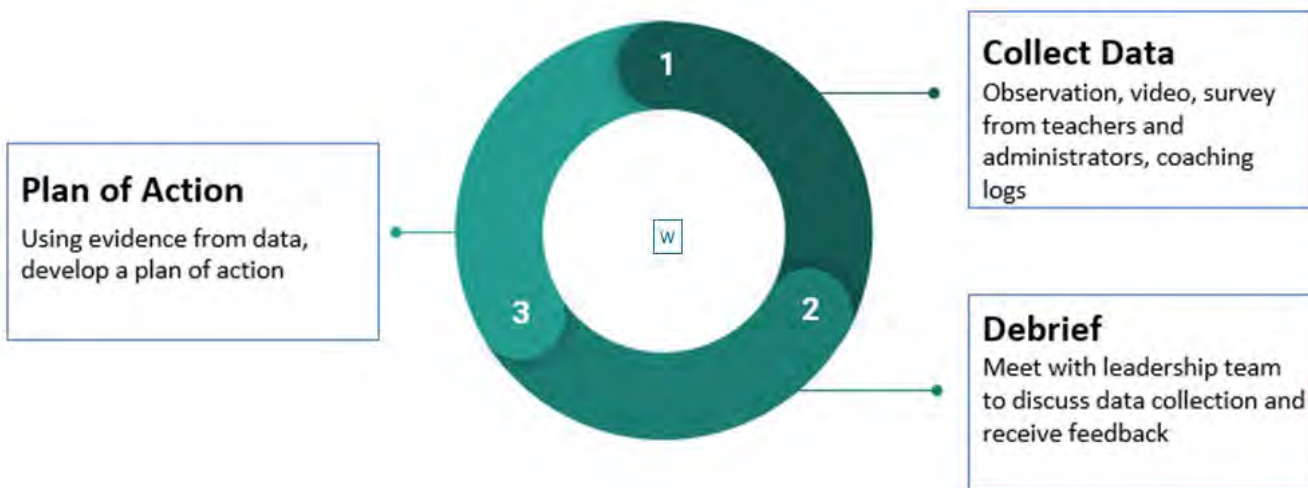


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Plan of Action

1. Design a structure
2. Implement a plan
3. Monitor
4. Evaluate

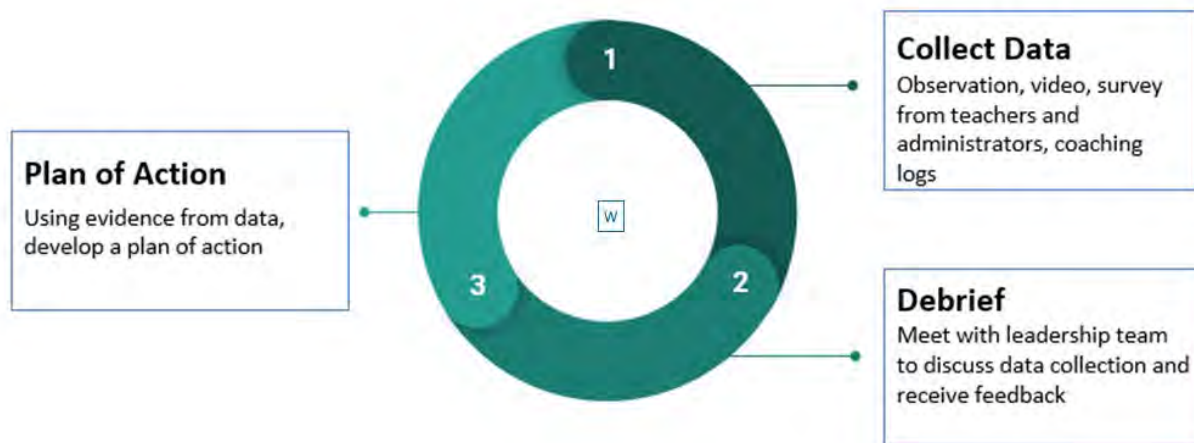
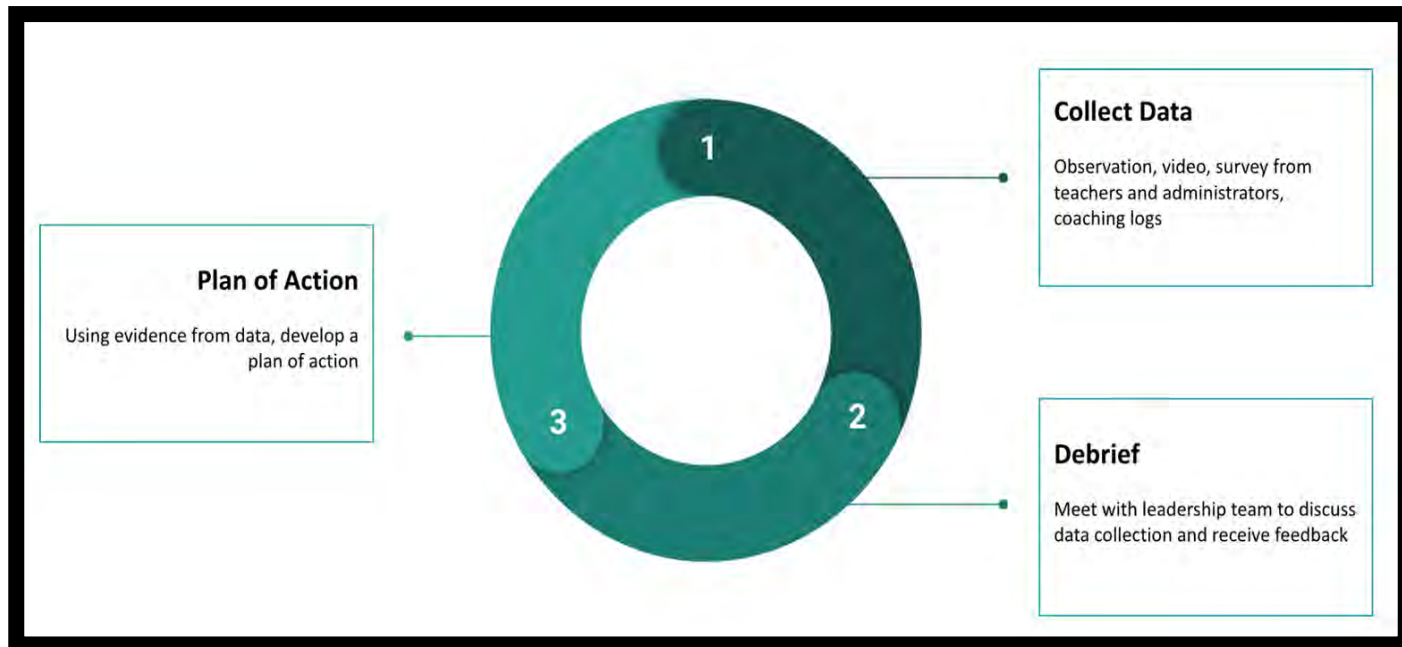


Image: Pixabay

Coaching Reflection



How might a coach use a coaching cycle to inform their own personal growth and reflection goals?

Network of Support to Grow Professional Learning

District Leaders

- What systems of support are in place for district-level coaches?
- What supports can be implemented to grow coaches?

School-Based Leaders

- What systems of support are in place for site-based leaders?
- What supports can be implemented to grow site-based leaders?

Instructional Coaches

- What systems of support are in place to grow site-based coaches?
- What supports can be implemented to grow site-based coaches?

Poll: Professional Learning Resources for Coaching



Image: Pixabay

Books to Support Coaching Practices



Image: Pixabay

- *The Impact Cycle* by Jim Knight
- *The Art of Coaching Teams* by Elena Aguilar
- *The Coaching Habit: Say Less, Ask More & Change the Way You Lead* by Michael Bungay Stanier
- *Student Centered Coaching* by Diane Sweeney
- *Better Conversations* by Jim Knight
- *Student Focused Coaching* by Jan Housbrouck & Daryl Michel

“Skillful cognitive coaches apply specific strategies to enhance another person’s perceptions, decisions and intellectual functions. Changing these inner thought processes is prerequisite to improving overt behaviors that, in turn, enhance student learning.”

– Art Costa and Bob Garmston



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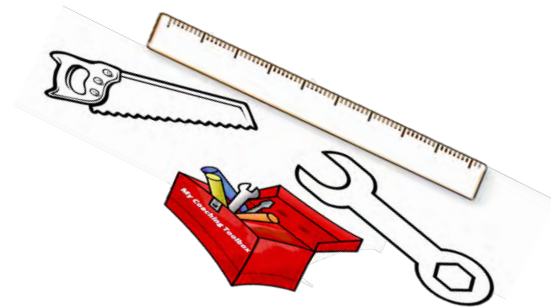
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Final Thoughts

**What are three tools from
Domains C, D and E that
you will add to your
coaching toolbox?**



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