ABCs of Coaching
(Day 1)

Building Capacity to Support Literacy Instruction

August 2018

Division of Literacy
Office of Elementary Education and Reading
601-359-2586

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
### State Board of Education Goals

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

### Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.
ICE BREAKER ACTIVITY

Zones of Comfort and Danger ACTIVITY

Think about your role and the different activities you do and/or affective domains in which you work. Put each activity or affective domain into the Zone that best represents your sent of relative Comfort, Risk, or Danger.
DISCUSSION

- In which Zone do you find yourself spending most of your time?
- *Self reflect: Where do you need to step outside of the Comfort Zone?*
- What impact can you have on your school or district by stepping into a more challenging Zone?

Session Goals

- Review evidence-based strategies for reading instruction
- Provide an overview of the changes in the Literacy-Based Promotion Act (LBPA)
- Discuss Individual Reading Plan (IRP) requirements and the importance of IRPs
- Provide explicit intervention guidance
Evidence-based Research for Reading Instruction

What’s the fuss about K-3 reading?

Literacy-Based Promotion Act (2013)

The LBPA was established to:

- improve the reading skills of Kindergarten and 1st – 3rd grade students enrolled in public schools
- ensure that every student completes the 3rd grade reading at or above grade level
- inform students and parents of academic progress
Review: Five Key Reading Components

- **Phonemic Awareness** – the ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words
- **Phonics** – the relationship between letters and sounds
- **Vocabulary** – the words we must know to communicate effectively
- **Fluency** – the ability to read text accurately and quickly with prosody
- **Comprehension** – the ability to perceive, grasp, or understand fully

Phonological Awareness Progression CCRS

1. Word/Language Awareness
2. Rhyme Recognition during Word Play
3. Repetition/Creation of Alliteration during Word Play
4. Syllable Counting or Identification
5. Onset & Rime Manipulation
6. Phoneme Identity
7. Phoneme Isolation
8. Phoneme Blending
9. Phoneme Segmentation
10. Phoneme Addition
11. Phoneme Substitution
12. Phoneme Deletion

For further study on phonological awareness see LETRS Module 2 pages 20-22.
Simple View of Reading Formula

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

(Hoover & Gough, 1990)

Simple View of Reading Variables

Reading comprehension (the ability to read printed text, process it, and understand its meaning) is the product of decoding (efficient word recognition) and language comprehension (understanding text that is read aloud).
1. The Simple View formula makes clear that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong.

2. Intervention for struggling readers is effective only when it addresses the student’s specific weakness, which may be decoding, language comprehension, or both.

http://www.cdl.org/articles/the-simple-view-of-reading/

3. Decoding and language comprehension skills are separable for both assessment and teaching, although both are required to achieve reading comprehension.

4. The Simple View of Reading is a mathematical formula with three variables. If we have two variables, the third can be estimated using the formula.

5. The Simple View of Reading is supported by scientific research.

http://www.cdl.org/articles/the-simple-view-of-reading/
4 Step PLC Activity: Create an Anchor Chart

Create an anchor chart to guide in this 4 step PLC process:

- What is {component/skill}? *(Teacher friendly definition)*
- What task(s) should students be able to demonstrate?
- Why is this {component/skill} important?
- Sample Activity
Barksdale Reading Institute Leadership PD

Literacy Based Promotion Act (LBPA)

Statute Overview and Changes
Parental Notification

• Beginning with the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade.

• If a K-3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the determination and plans for addressing the deficiency, including sharing strategies that parents can use to support reading at home.

• Beginning in the 2018-2019 school year, a student must score above the lowest two (2) achievement levels in reading on the established state assessment for 3rd grade to be promoted to 4th grade.

Identifying Reading Deficiencies

• K-3 students identified through the Beginning of Year (BOY) Universal Screener whose results are below grade level should be further assessed to determine targeted instructional support and interventions.

• Diagnostic assessments provide in-depth information about an individual student’s particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.

• The intensive reading instruction and intervention must be documented for each student with a deficiency in an individual reading plan (IRP).
What are universal screeners?

• Universal screeners are valid and reliable data collection tools and processes used to assess students’ current level of performance in relation to grade level benchmarks, identifying students who need intervention and those who do not.

• Because screening takes place multiple times per year with all students, screeners are typically designed to be easy, quick, and repeatable.

MDE List of Approved Screeners

FAST: Adaptive Reading, CBMReading, and EarlyReading English (suite of three administered together) (Grades K-12)

i-Ready (Grades K-12)

Istation Indicators of Progress (ISIP) (Grades K-5)

mCLASS Reading 3D (Grades K-3)

Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10)

STAR Early Literacy (Grades PK-3)

STAR Reading (Grades 1-12)
District Notification of Screener Selection

Every district must complete and submit the District Notification of Selection and Grant Application regardless of request for reimbursement. Reimbursements will be made after MOY data is received.

**TIMELINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1</td>
<td>Submit Section A and Section B, as well as beginning-of-year (BOY) screener results via SharePoint spreadsheet upload (required for current fiscal year grant funding) – sample data file format provided in Section C</td>
</tr>
<tr>
<td>February 1</td>
<td>Submit middle-of-year (MOY) screener results via SharePoint spreadsheet upload (required for current fiscal year grant funding)</td>
</tr>
<tr>
<td>May 15</td>
<td>Submit end-of-year (EOY) screener results via SharePoint spreadsheet upload (required for grant funding in subsequent fiscal year)</td>
</tr>
</tbody>
</table>

Selecting a Screener from the Approved List

- Complete Sections A & B of the District Notification of Selection and Grant Application.
  - Applications should be submitted to screeners@mdek12.org in accordance with the established timeline.

- Submit K-3 screener results (beginning-of-year, middle-of-year, and end-of-year) in accordance with the established timeline in Section C.
  - The spreadsheet will be made available to districts for upload to a dedicated SharePoint folder.
Screener Use

Screeners should be used to:

- Gather data on all students three times each school year (within 30 days of start of school; middle-of-year; end-of-year) to identify need for intervention (Mississippi Code § 37-177-1)
- Determine whether each student is likely to meet, not meet, or exceed academic benchmarks
- Determine need for tiered support
- Measure effectiveness of overall curriculum and instruction for all students, as well as subgroups of students, through the use of aggregated and disaggregated data

Screeners should NOT be used to:

- Promote or retain students (Mississippi Code § 37-23-16)
- Determine student grades
- Determine specific reading deficiencies; diagnostic tools are needed to determine the appropriate starting place for individual intervention

NOTES:

1. Some screens may only measure phoneme identification, and not require phoneme production.
2. The assessment of oral expressive and receptive language (including vocabulary, syntax, and listening comprehension) provides key information in an individual’s reading profile and is predictive of reading outcomes.

FAQs

If a screener indicates that a student may need interventions, what are the next steps?

- Notify parents/guardians of reading deficiencies (Mississippi Code § 37-177-3).
- Administer a diagnostic assessment to determine specific reading deficiencies.
- Reference an evidence-based scope and sequence of reading skills to identify an appropriate intervention to address reading deficiencies.
- Develop an individual reading plan.
- Maintain regular communication with parents/guardians as required by the Literacy-Based Promotion Act.
Individual Reading Plans

State Board Policy Part 3, Chapter 41, Rule 41.1

The Mississippi Department of Education shall require every school district to follow the instructional model which consists of (3) three tiers of instruction:
Tier 1: Quality classroom instruction
Tier 2: Focused supplemental instruction
Tier 3: Intensive interventions specifically designed to meet the individual needs of students

The complete text can be found at:
**Individual Reading Plan**

The LBPA was amended in 2016 to include:

- intensive reading instruction and intervention immediately following the identification of a reading deficiency
- the development of an Individual Reading Plan for Kindergarten and 1st-3rd grade students with a substantial reading deficiency and 4th grade students promoted for good cause

The IRP is meant to hold teachers and schools accountable for implementing research-based interventions.

---

**Who gets an IRP?**

- The IRP is for students in K-3 (and 4th grade students passed with Good Cause Exemption) who have been identified as having a reading deficiency.
- Schools/Districts should review the recommended guidelines for the locally-determined screener to determine which category constitutes a “substantial deficiency”.
- Kindergarten: You may choose to develop Kindergarten IRPs following September progress monitoring.
The intensive reading instruction and intervention must be documented for each student grades K-3 in an individual reading plan (IRP) including, at a minimum, the following:

**Section A**

- Record basic MSIS information
- For “Course Performance,” record current school year grades
Progress Monitoring

- Monitor bi-monthly
- Target progress of specific deficiency

Progress Monitoring – Example
Section D: List specific interventions to address the specific deficiencies.

Section E: List the whole group-reading programs/supplemental materials used during the reading block.

All 5 components MUST be present and addressed through either the core program, the supplements, or a combination of both.
Intervention defined

- An intervention(s) is a current action that differs from the activities that normally occur in the child’s regular education program.
- This should be part of the regular education program.
- Students who do not make adequate progress following Tiers I & II should be referred to the Teacher Support Team.

Intervention Guidance

- Implementation cannot be deviated from unless the decision was made based on data.
- Targeted assistance based on progress monitoring should be delivered by classroom teacher/other trained personnel.
- Progress monitor students on the exact skill supported through interventions; if you use too general of a probe, you may not see growth.
- Computer programs can be a RESOURCE but do not count as the primary intervention for Tier III, and at Tier II are more effective when paired with teacher led interventions.
Intervention Guidance: Tier 2 vs. Tier 3

**Tier 2**
- Strategic/targeted intervention & supplemental instruction
- Additional, individualized small group or technology assisted instruction/intervention support
- Reinforces previously taught skills
- Progress monitoring in 2-week intervals at a minimum

**Tier 3**
- Targeted Instruction for Intensive Intervention
- Intensive interventions needed by students to make academic progress
- Interventions designed for students who are having significant difficulty with grade level standards
- Progress monitoring at least 1-2 times per week

Sections F & G

**Section F:** Strategies for Parents/Guardians to use at home & signature

**Section G:** Additional Resources that the school ALREADY has in place
Timeline & Logistics

- Begin developing the IRP within 2 weeks of the BOY screener (some parts will be blank because it is an ongoing document).
  - Once completed, the IRP stays in the students’ classrooms (teacher will update it as required). Have another copy kept elsewhere in case of a mishap (the school can decide this location).
  - Hold parent meetings at 8 weeks and 16 weeks.

FAQs

- **May the identification of a “substantial reading deficiency” occur at any point during the school year?** Yes. A substantial reading deficiency may be identified during progress monitoring or any subsequent screening windows. If a student scores below the designated benchmark on formal or informal reading assessments, then he/she **may** need an IRP. Please consult with the Teacher Support Team (TST) for further guidance.

- **Should a new IRP be completed at the beginning of each school year?** Yes. Each year, student data should be used to determine whether a student will need an IRP.
FAQs continued

• Does IRP documentation remain at the district level or should it be submitted to the MDE? IRP documentation should be housed at the school/classroom in which the student receives reading instruction. If a student with an IEP is receiving reading instruction in the general education classroom and the special education classroom, both teachers should have a copy of the IRP. Note: In the event of an audit, documentation may be requested for review.

FAQs continued

• Is an IRP required for EL students who have been identified as having a “substantial reading deficiency”? Yes. All students (K-3) who, at any time, exhibit a substantial reading deficiency, as well as students who were promoted to 4\textsuperscript{th} grade with a good cause exemption are required to have an IRP.

• Is the IRP now a requirement in addition to the IEP? Yes. In accordance with Section 37-177-1, the IRP is required for students (K-3) who, at any time, exhibit a substantial deficiency in reading, as well as students who were promoted to 4\textsuperscript{th} grade with a good cause exemption. The IRP is not a part of the Individualized Education Program (IEP).
FAQs continued

• **Who is responsible for implementing the IRP for students with disabilities?** The teacher providing reading instruction to the student is responsible for implementing the IRP. A student with a disability may receive reading instruction from the general education teacher and the special education teacher, including Inclusion and/or Resource. In this case, the student’s general education teacher and special education teacher should work together to implement the IRP.

• **Does the IRP serve a dual purpose as the notification form to parents as required by law?** No. The IRP is not intended to serve as parental notification; however, it is recommended that the IRP be shared with parents. A sample Parent Notification Letter may be found at http://www.mde.k12.ms.us/ESE/literacy/resources-for-administrators.

Identifying Appropriate Interventions

Group Activity – Scenarios
Scenario 1

Mrs. Martin has a student who is struggling in her second grade class. Andy cannot keep up with choral reading, and has little or no reading comprehension with grade-level, independently read texts. He has strong listening comprehension. Mrs. Jones thinks Andy needs an intervention.

TABLE TALK: What are the appropriate actions?

Scenario 1- What happens next?

• Review the state-approved universal screener to identify areas where diagnostic screeners are needed to clarify specific deficits the student has which may need additional classroom intervention.

• Administer a diagnostic screener to identify the student’s deficit to begin planning for small group intervention instruction.
Scenario 2

Mr. Taylor meets with his intervention students in homogeneous small groups once a week for thirty minutes during his planning time. He used diagnostic assessments to determine that his third graders are struggling with phonics, specifically syllabication. He has utilized a variety of resources to intervene, but they’re just not getting it.

*TABLE TALK: What are the appropriate actions?*

Scenario 2 – *What happens next?*

- If there is a research-based intervention program available, the guidelines should be followed.
- Minimum time recommendations for interventions are:
  - Tier II: 3 days per week/30 minutes per day (PM bi-weekly)
  - Tier III: 4 days per week/45 minutes per day (PM weekly)
- Create a weekly intervention schedule that includes intervention instruction for each student identified.
- Determine who will provide the intervention instruction, and train them on the resources or program being utilized.
**Scenario 2 – Tips for Scheduling Interventions**

- Utilize center time for students so the teacher can work with individual groups as an additional pull-out, teacher-led group.
- Meet with students as they are coming in the mornings or before they head out in the afternoons.
- All stakeholders should be involved in the scheduling process.
- Students may change rooms to work with additional teachers on a specific targeted area.
- Be flexible! Consider available space, time, and staff.

**Scenario 3**

Ms. Henry has given Chelsea a diagnostic assessment and identified that she struggles with the short /e/ and /i/ sounds, and frequently interchanges them. Now that Ms. Henry knows the deficit, how should she plan instruction to meet the specific deficit?

*TABLE TALK: What are the appropriate actions?*
Scenario 3 – What happens next?

- Identify the resources available that give explicit instruction in the reading component areas in which the deficits are addressed.

- Be sure to pre-plan in order to have all needed materials ready prior to intervention instruction taking place!

Scenario 4

Mr. Roberts has been working consistently with his intervention group for 5 weeks. He sees evidence of improvement based on student responses in the small group setting, but he wants more hard data to determine whether what he is doing is impactful. What should he use to determine if the intervention is working?

TABLE TALK: What are the appropriate actions?
Scenario 4 – What happens next?

• Teachers should use specific probes that monitor the student’s progress on the exact skill or deficiency.

• Note: Some screeners do not give enough measurable data for specific skills or deficits.

Scenario 5

Mrs. Walker has a student on Tier 3, and according to the Literacy-Based Promotion Act, that student should also have an IRP. Does she have to complete IRP and Tier 3 paperwork?

TABLE TALK: What are the appropriate actions?
Scenario 5 – What happens next?

- MTSS/IRP Documentation should be completed throughout the Intervention Process.

- **Note:** MDE has merged the MTSS documentation with the IRP documentation in a fillable form! **Link:**
  

“Catch-Up” Growth
What Catch-Up Growth Requires

What Catch-Up Growth **IS**…

- Recognizing that annual growth is not enough to close the gap.
- Crafting annual goals that include a catch-up clause.
- Providing additional *daily* instructional time to make up for lost time.
- Making sure catch up instruction is evidence-based and focuses on gap skills.

What Catch-Up Growth Requires

What Catch-Up Growth is **NOT**…

- Tier I instruction only.
- A 20-minute intervention 3 times a week.
- Extra time on the computer.
- The reason to refer for special education.
Consider This…

• When students leave Kindergarten three years behind in reading, they must make up six years of growth in three years to catch up by 3rd grade.
• This means they must make one year of annual growth and one year of catch-up growth each year.

The Consequences of Not “Catching Up”

• Limited probability the student will graduate
• Decreased chance of going to a 4-year university
• Significantly reduced average income
• Increased health risks
• Increased divorce rates
**The Biggest Factor for Catch-Up Growth**

- Students who are behind do not learn faster than students who are ahead. They need *more time*.
- You can mathematically determine how much more time students need to catch up.
- In addition to more time, instruction within that time allotted should be tailored to the deficiency of the student.

**Time Considerations for Closing the Gap**

- Annual growth is important to prevent further widening of the gap. However, annual growth does not close the gap, it sustains it.

**Example:** A student finishes 4th grade (2017-18) reading on a 1st grade level (or 3 years behind).

If the student grows one year each year between 5th grade and 7th grade, where will they stand?
**Time Considerations for Closing the Gap**

At the end of 5th grade – annual growth = 2nd grade  
At the end of 6th grade – annual growth = 3rd grade  
At the end of 7th grade – annual growth = 4th grade

There is still a 3 year gap. The student’s deficit gap has been **sustained**, not closed.

---

**Closing the Gap Formula – Example**

*wcpm = 42 at beginning of year*

1. Record percentile for Grade Level Fluency Standard  
   = 50

2. Record the student’s Percentile Rank for beginning of current year  
   = 9

3. The difference between these  
   = 41
Closing the Gap Formula (continued)

Rough rule of thumb is **13 percentile points = 1 year of growth**. The typical time for daily instruction in core reading skills is approximately 40 minutes of small group instruction within a 90-minute block to produce one year’s growth.

So for the example, divide the gap in points (41 points) by 13 points (required for annual growth) to convert the gap into instructional years. \( \frac{41}{13} = \) approx. 3 years

### Closing the Gap

<table>
<thead>
<tr>
<th></th>
<th>4th grade Year 1</th>
<th>5th grade Year 2</th>
<th>6th grade Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Growth</td>
<td>40 minutes</td>
<td>40 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Catch Up Growth</td>
<td>+40 minutes</td>
<td>+40 minutes (2)</td>
<td>+40 minutes (3)</td>
</tr>
<tr>
<td>Total Minutes</td>
<td>= 80 minutes</td>
<td>= 80 minutes</td>
<td>= 80 minutes</td>
</tr>
<tr>
<td>Annual + 1 year</td>
<td>Annual + 1 year</td>
<td>Annual + 1 year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Now 2 years</td>
<td>Now 1 year</td>
<td>Now on grade level</td>
</tr>
<tr>
<td></td>
<td>behind</td>
<td>behind</td>
<td>level</td>
</tr>
</tbody>
</table>
Catch-Up Growth Truths

- Students who are behind do not learn faster than those who are ahead. Catch-up growth is driven primarily by proportional increases in direct instructional time.
- *Catch-up growth is so difficult to achieve that is can be the product only of quality instruction in great quantity*

Catch-Up Growth ACTIVITY

Scenario:

Broderick has just scored at the 11th percentile rank on his 2nd grade Fall Universal Screener. The state standard is 40th percentile. How much direct reading instruction does Broderick need during 2nd and 3rd grade to ensure he will reach the state standard by the end of 3rd grade?
Check Your Math!

State Standard percentile: 40 percentile
Broderick’s 2nd grade status in percentiles: -11 percentile
Difference is: 29 points

Remember the rule of thumb is 13 percentile points = 1 year of growth. Divide the gap by 13 points to convert the gap into instructional years: 2 years

<table>
<thead>
<tr>
<th></th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Growth minutes</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Catch-up Growth</td>
<td>+40</td>
<td>+40</td>
</tr>
<tr>
<td>Total Minutes</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

Now 1 year behind
Now on grade level

Catch Up Growth ACTIVITY

With your group, discuss the following questions to brainstorm options.

- Is your current literacy block long enough? Where could catch up growth time fit in?
- How do you minimize distractions and interruptions during the literacy block?
- Is your phonics instruction sufficient?
- How do you help a teacher who is struggling with literacy block procedures?
MDE Instructional Resources

New Resources

- English Learners

- **Cursive Writing Guidance (Grades 2-5)** It is important to note that instructional plans that detail when and how to teach and assess cursive writing should be developed at the local school or school district level.

- Strategic Adolescent Reading Intervention (STARI)

- Word Generation

- Writing Gallery
Writing Gallery

A writing gallery (walk) allows participants to view students' writing and make constructive, specific helpful comments about the writing. The culture of a gallery walk experience is non- evaluative in nature. It is meant to increase the importance and consistency of writing in the kindergarten through 5th grade classrooms and to increase teacher knowledge and understanding in the area of opinion writing.

Writing Gallery: Timeline

• Overall suggested timeframe is 4-6 weeks

• Planning: (includes creating scope and sequence of the writing type) 1-2 weeks  
  Instruction: 2-3 weeks

• Introduction of the writing type

• Understanding writing to a topic
  • Present multiple prompts on varied texts and topics

• Understanding writing to a text
  • Present multiple prompts related to varied texts and topics

• Organization and Display: 1 week
Writing Gallery: Checklist

Writing Gallery Guidelines Document
Writing Gallery Type: Opinion
Grade: Kindergarten

<table>
<thead>
<tr>
<th>Centers/Writing Instruction</th>
<th>Strong Evidence</th>
<th>Observed</th>
<th>Needs Attention</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a combination of drawing, dictating, and writing tell a reader the topic or the name of the book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State an opinion or preference about the topic or book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print upper and lowercase letters correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use nouns and verbs correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalize the first word in sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalize the word I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spell words phonetically</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources & Publications for Teachers

Literacy Focus of the Month (Transdisciplinary: Grades PK – 12)

Instructional Scaffolding Document (ELA & Math: Grades PK-8)

Kellogg Grant Exemplar Lesson & Unit Plans (ELA and Math, Grades PK – HS)

Implementing Evidence-based Literacy Practices (Grades K-12)

Multi-Tiered System of Supports (Transdisciplinary, Grades PK-12)

Integrated Kindergarten Centers Activities (Transdisciplinary, Kindergarten)
Resources & Publications for Administrators

- On Demand Technical Assistance & PD
  (ELA, Math, & Special Education: Grades K-12)
- Early Warning System
  (College and Career Readiness Data Guidance Document)
- Early Learning Collaborative Act
  Pre-Kindergarten Application
- Early Learning Collaborative Act
  Establish, Expand, Support, and Facilitate
  Early Childhood Education Services
- Educational Stability for Children in Foster Care
  (Foster Care Guidance Document)
- A Glimpse into Mississippi K-12 and CTE Classrooms
  (Transdisciplinary: Grades K-12)

Resources & Publications for Parents

- Parents’ Read-At-Home Plan
  (Literacy-Based Promotion Act Parent Document)
- Family Guides for Student Success
  (Reading & Math: Grades PK-8)
- Literacy-Based Promotion Act:
  Parents as Partners
  Strong Readers. Strong Leaders
- Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA
  (Literacy-Based Promotion Act Parent Presentation K-3)
Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersMS.com for more information!

Dr. Kymyona Burk, State Literacy Director (K-12)
kmyona.burk@mdek12.org
LeighAnne Cheeseman, K-3 English Learner/Assistant State Literacy Coordinator
lcheeseman@mdek12.org
Jill Webb Hoda, K-3 Assistant State Literacy Coordinator
jhoda@mdek12.org
Casey Sullivan, K-3 Assistant State Literacy Coordinator
csullivan@mdek12.org
Kristen Wells, K-3 Assistant State Literacy Coordinator
kwells@mdek12.org
The Zones Exercise comes from an unknown source (to me) within the NSRF organization. I first experienced it at the Fall, 2000, Critical Friends Group Symposium in Boca Raton, Florida. I have found the exercise useful and have tried to make notes for others. I hope the originator will claim the invention, and that others will add to this useful exercise as they discover new applications. Marylyn Wentworth, January, 2001.

1. Draw a diagram of concentric circles in the following manner:
   a. The middle circle is Comfort, the second is Risk, the third is Danger.
   b. Consider the various aspects of your work (as a CFG Coach, for example). Think about the aspects that feel really comfortable to you, those that feel like there is some risk involved, but generally positive, and those aspects that you know get your hackles up, make you feel defensive, cloud your judgment, make you want to retreat.
   c. Decide on the size of each Zone based on your consideration. Do you work a lot in your Comfort Zone, your Risk Zone? Do you work only a little in your Danger Zone? Make the size of the Zones reflect the quantity of time you work there.

2. Think about the different activities you do and/or affective domains in which you work (i.e. facilitating groups, leading protocols, designing meetings, guiding peer observation, responding to conflicts between group members…). Make a list if it helps.

3. Put each activity or affective domain into the Zone that best represents your sense of relative Comfort, Risk or Danger.
Observations on the Zones

1. **The Comfort Zone** is usually a place where we feel at ease, with no tension, have a good grip on the topic, like to hear from others about the topic, know how to navigate occasional rough spots with ease. It is also a place to retreat to from the Danger Zone. For example, one of your Danger Zone aspects may be when people start disagreeing with passion and even disrespect. You might find that when that happens you retreat into your Comfort aspect of listening and not intervening, or even find a way to divert the conversation to a topic that is in your Comfort Zone.

2. **The Risk Zone** is the most fertile place for learning. It is where most people are willing to take some risks, not know everything, or sometimes not know anything at all, but clearly know they want to learn and will take the risks necessary to do so. It is where people open up to other people with curiosity and interest, and where they will consider options or ideas they haven’t thought of before.

3. **Generally it is not a good idea to work from either your own Danger Zone or anyone else’s.** That area is so full of defenses, fears, red-lights, desire for escape, etc, that it requires too much energy and time to accomplish anything from that Zone. The best way to work when you find yourself there is to own that it is a Danger Zone and work on some strategies to move into the Risk Zone (either on your own or with colleagues).

For example, if I feel my anger rising and my body getting rigid when someone says it’s time we really clamped down on standardized tests and taught them right now before the kids failed any more and it is suggested that our CFG should work in that direction as our main focus, I recognize the signs of being in my Danger Zone and know I probably won’t be rational when I speak. Therefore I need a strategy. In this case, my strategy will be to ask calmly, “What are the advantages for the students if we do that? What are the advantages for teaching and learning? What are the disadvantages?” Then I have to listen and list. I can’t trust myself to do more than ask questions until I become more rational and this isn’t such a high level Danger Zone for me.

How to Apply the Zones Productively: Connection to Dilemmas

*The Consultancy*

1. Review your Zone Map and select a dilemma represented there.

2. Make some notes to give more detail to the dilemma. Notice what Zone the dilemma appears in, or if it is a complex dilemma and has aspects in several Zones.

3. Break into triads and plan your order and time for three Consultancies.

4. As you present your dilemma, use your Zone Map as a reference for the group. They may find fertile ground for probing questions or feedback in your Map, and can see how your dilemma relates to other aspects of your work.

*Alternative to the Consultancy*

1. Write a dilemma about your work before you come to the Zones Workshop.

2. After you have done the Zones Map, divide into triads.

3. Take turns reading your dilemmas aloud to each other.
4. Discuss the following questions for each person (20 minutes each):
   a. How does your dilemma relate to your Zone Map? What Zone(s) is the dilemma happening in for you? For others related to your dilemma?
   b. Are you working in your Danger Zone? Someone else’s? Do you need to know about other people’s Danger Zones?
   c. If your dilemma is in your Danger Zone (or someone else’s), how can you move those issues into a Risk or Comfort Zone? How might this movement contribute to solving the dilemma?
   d. What would the other people who contribute to or are affected by your dilemma say about your dilemma?
Observations on the Zones

1. **The Comfort Zone** is usually a place where we feel at ease, with no tension, have a good grip on the topic, like to hear from others about the topic, know how to navigate occasional rough spots with ease. It is also a place to retreat to from the Danger Zone. For example, one of your Danger Zone aspects may be when people start disagreeing with passion and even disrespect. You might find that when that happens you retreat into your Comfort aspect of listening and not intervening, or even find a way to divert the conversation to a topic that is in your Comfort Zone.

2. **The Risk Zone** is the most fertile place for learning. It is where most people are willing to take some risks, not know everything, or sometimes not know anything at all, but clearly know they want to learn and will take the risks necessary to do so. It is where people open up to other people with curiosity and interest, and where they will consider options or ideas they haven’t thought of before.

3. **The Danger Zone** Generally it is not a good idea to work from either your own Danger Zone or anyone else’s. That area is so full of defenses, fears, red-lights, desire for escape, etc, that it requires too much energy and time to accomplish anything from that Zone. The best way to work when you find yourself there is to own that it is a Danger Zone and work on some strategies to move into the Risk Zone (either on your own or with colleagues). For example, if I feel my anger rising and my body getting rigid when someone says it’s time we really clamped down on standardized tests and taught to them right now before the kids failed any more and it is suggested that our CFG should work in that direction as our main focus, I recognize the signs of being in my Danger Zone and know I probably won’t be rational when I speak. Therefore, I need a strategy. In this case, my strategy will be to ask calmly, “What are the advantages for the students if we do that? What are the advantages for teaching and learning? What are the disadvantages?” Then I have to listen and list. I can’t trust myself to do more than ask questions until I become more rational and this isn’t such a high level Danger Zone for me.
**Identifying Resources**

List resources you have seen used or that you know about which meet the interventions needs of the following deficits:

<table>
<thead>
<tr>
<th>Identified Deficit</th>
<th>Diagnostic Screener Identified to Assist</th>
<th>Frequency of Progress Monitoring Administration</th>
<th>Percentage of Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student struggles with decoding multi-syllabic words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student struggles with letter/sound correspondence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student’s fluent reading rate cannot support comprehension.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student struggles to identify and produce rhyming words.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Measuring Skill Fluency Percentage of Accuracy**

<table>
<thead>
<tr>
<th></th>
<th><strong>Independent Level</strong></th>
<th><strong>Instructional Level</strong></th>
<th><strong>Frustration Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relatively easy for the student (95% accuracy)</td>
<td>Challenging, but manageable (90% accuracy)</td>
<td>Difficult for the student (less than 90% accuracy)</td>
</tr>
</tbody>
</table>
Identifying Appropriate Interventions

Scenario 1:
Mrs. Martin has a student who is struggling in her second grade class. Andy cannot keep up with choral reading, and has little or no reading comprehension with grade-level, independently read texts. He has strong listening comprehension. Mrs. Jones thinks Andy needs an intervention.

What happens next?
- Review the state-approved universal screener to identify areas where diagnostic screeners are needed to clarify specific deficits the student has which may need additional classroom intervention.
- Administer a diagnostic screener to identify the student’s deficit to begin planning for small group intervention instruction.

Scenario 2:
Mr. Taylor meets with his intervention students in homogeneous small groups once a week for thirty minutes during his planning time. He used diagnostic assessments to determine that his third graders are struggling with phonics, specifically syllabication. He has utilized a variety of resources to intervene, but they’re just not getting it.

What happens next?
- If there is a research-based intervention program available, the guidelines should be followed.
- Minimum time recommendations for interventions are:
  - Tier II: 3 days per week/30 minutes per day (PM bi-weekly)
  - Tier III: 4 days per week/45 minutes per day (PM weekly)
- Create a weekly intervention schedule that includes intervention instruction for each student identified.
- Determine who will provide the intervention instruction, and train them on the resources or program being utilized.
- Utilize center time for students so the teacher can work with individual groups as an additional pull-out, teacher-led group.
- Meet with students as they are coming in the mornings or before they head out in the afternoons.
- All stakeholders should be involved in the scheduling process.
- Students may change rooms to work with additional teachers on a specific targeted area.
- Be flexible! Consider available space, time, and staff.

Scenario 3:
Ms. Henry has given Chelsea a diagnostic assessment and identified that she struggles with the short /e/ and /i/ sounds, and frequently interchanges them. Now that Ms. Henry knows the deficit, how should she plan instruction to meet the specific deficit?

What happens next?
- Identify the resources available that give explicit instruction in the reading component areas in which the deficits are addressed.
- Be sure to pre-plan in order to have all needed materials ready prior to intervention instruction taking place!
Scenario 4:
Mr. Roberts has been working consistently with his intervention group for 5 weeks. He sees evidence of improvement based on student responses in the small group setting, but he wants more hard data to determine whether what he is doing is impactful. What should he use to determine if the intervention is working?

What happens next?
- Teachers should use specific probes that monitor the student’s progress on the exact skill or deficiency.
- Note: Some screeners do not give enough measurable data for specific skills or deficits.

Scenario 5:
Mrs. Walker has a student on Tier 3, and according to the Literacy-Based Promotion Act, that student should also have an IRP. Does she have to complete IRP and Tier 3 paperwork?

What happens next?
- MTSS/IRP Documentation should be completed throughout the Intervention Process.
- Note: MDE has merged the MTSS documentation with the IRP documentation in a fillable form! Link: http://www.mde.k12.ms.us/docs/secondary-education/mtss-packet-9-8-16-20170914.pdf?sfvrsn=2
ABCs of Coaching (Day 2)

Coaching for Growth and Sustainability

August 2018

Division of Literacy
Office of Elementary Education and Reading
601-359-2586

Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
**State Board of Education Goals**  
**FIVE-YEAR STRATEGIC PLAN FOR 2016-2020**

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

---

**Session Norms**

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.
Admit Slip:

What are characteristic of Effective School-Based Coaches?

Self Reflection

Using the “Characteristics of Effective School-Based Coaches” handout, place a plus sign (+) next to attributes of strength and circle attributes of growth. After reviewing your responses in each column, ask yourself “On which characteristics should I focus my initial efforts to support effective literacy instruction?”

Be prepared to share out!

Adapted from Learning Forward
Session Goals

- Supporting Literacy Instruction: Successes and Challenges
- Essentials for Coaching
  - MDE Coaching Model
  - Non-Negotiables
  - Documenting Supports
- Goal-Setting and Creating Action Plans

Cognitive Coaching: Thinking About Your Thinking

Cognitive coaches work toward long-range gains rather than fixing a lesson immediately. – Costa and Garmston
Basic Elements of Cognitive Coaching

Cognitive coaching is based on the idea that **metacognition** – or **being aware of one’s own thinking processes** – fosters independence in learning. By providing personal insights into the learner’s own thinking processes, cognitive coaching builds flexible, confident problem-solving skills. Plus, it encourages self-efficacy and pride.

http://www.funderstanding.com/educators/cognitive-coaching/

Cognitive coaches:

• **engage in dialogical conversations** with teachers and others

• **observe** teachers while working

• **use powerful questions, rapport building, and communication skills** to empower those they coach to reflect deeply on their practices
Basic Elements of Cognitive Coaching

Cognitive coaching is a model that requires the coach:

- To be non-judgmental, to encourage **reflective practice**, and to guide another person to self-directed learning.

- To encourage **reflection**, cognitive coaching focuses on a teacher’s thinking, perceptions, beliefs, and assumptions and how these affect one’s practices.

- To collect data and learn to pose questions to engage the teacher in **reflective thinking**.

### Cognitive Coaching Goals

#### 1. TRUST
- **Trust in the process** - realize that neither person needs to be “fixed”
- **Trust in each other** - grow intellectually, to learn more about learning, and to mutually increase their capacity for self-improvement
- **Trust in the environment** - create, monitor, and maintain a stimulating, mediational, and cooperative environment deliberately designed to enhance continued intellectual growth

#### 2. LEARNING
- Engage the teachers’ intellect, maintain the teachers’ access to his/her higher cognitive functions, and employ tools and strategies which will enhance teachers’ perceptions and expand their frames of reference

Cognitive Coaching Goals

3. COGNITIVE AUTONOMY - Intent is to develop teachers’ ability to self-monitor, to self-analyze, and to self-evaluate

The ultimate purpose of Cognitive Coaching is to modify teachers’ capacities to modify themselves.

SKILLS:
• Carefully constructed questions
• Paraphrasing
• Probing for specificity, clarity, elaboration, and precision
• Using silence (wait time, “pregnant pause”)
• Collecting data and presenting it objectively

Basic Elements of Cognitive Coaching

1. Pre-Conference - Planning to identify lesson outcomes and envision what students will be doing during the lesson that will indicate whether or not they have achieved those standards

2. Lesson Observation - May focus on student performance indicating goal achievement, on-task behavior, or a particular student’s problem behavior OR collect data about techniques which teachers are striving to perfect: wait time, questioning strategies, proximity, movement, clarity of directions, etc.

3. Post-Conference - “How do you feel the lesson went?” AND “What are you recalling from the lesson that is leading you to those inferences?”
Effective teachers, like winning athletes, mentally rehearse what they will be doing to produce desired results prior to performance.
- Garfield 1986


**Coaching: Table Activity**

- Watch the video carefully
- Create an analogy with your table that compares the *cowboys* with *coaches*
- Be prepared to share with the group
### Coaching: Communication Skills Table Talk

- What are the essential communication skills I use as a coach?
- How do I build relationships with my colleagues?
- How do I listen effectively?
- How do I ask questions that promote learning and reflection?

### Coaching: Communicating Meaning

Proportion of meaning inferred from non-verbal & verbal components.

<table>
<thead>
<tr>
<th>65% Non-Verbal</th>
<th>35% Verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posture</td>
<td>Pitch</td>
</tr>
<tr>
<td>Gesture</td>
<td>Volume</td>
</tr>
<tr>
<td>Proximity</td>
<td>Inflection</td>
</tr>
<tr>
<td>Muscle tension</td>
<td>Pace</td>
</tr>
<tr>
<td>Facial Expression</td>
<td>Words</td>
</tr>
</tbody>
</table>
Coaching

• Focus on professional practice
• Job-embedded
• Intensive and ongoing
• Grounded in partnership
• Dialogical
• Non-evaluative
• Confidential
• Facilitated through respectful communication

Coaching: “The Help Desk”

The ORIGINAL “Help DESK”

The better thinkers coaches are, the more capable they are of producing and stimulating thinking in others.
Coaching: Conditions for Success

- Focus and continuity
- A learning-friendly culture
- Principal support
- Clear roles
- Protect the coaching relationship
- Time
- Continuous learning

Coaches need to have a deep understanding of the practices or content knowledge they share with teachers as well as the coaching practices and communication skills that are necessary for effective coaching.

Verbal Strategy Tools


Verbal Strategy List

**Efficacy:**
- Self-prescribing
- Choice Making
- Correcting Fate Control
- Drawing from Past Experience Strategy

**Craftsmanship:**
- Communicating with Specificity Strategy
- Eliciting Specific Criteria Strategy
- Managing Time Strategy

**Consciousness:**
- Metacognition Strategies
- Mental Rehearsal Strategy

**Flexibility:**
- Considering Intention Strategy
- Style Check Strategy

**Interdependence:**
- Values Search Strategy
- Talent Search Strategy
- Resource Banking Strategy
Costa & Garmston (1994) outlined suggested questions for desired thought processes. These questions are only meant as examples to assist coaches as they consider their own questioning strategies.
Asking the Right Questions: Planning Activity

With your table, transform the following planning statements into coaching questions:

(Describe) State the purpose of the lesson.
(Translate) Translate the purposes of the lesson into descriptions of desirable and observable student behaviors.
(Predict) Envision teaching strategies and behaviors to facilitate student's performance of desired behaviors.
(Sequence) Describe the sequence in which the lesson will occur.
(Estimate) Anticipate the duration of activities.
(Operationalize criteria) Formulate procedures for assessing outcomes (envision, operationally define, and set criteria).
(Metacogitate) Monitor their own behavior during the lesson.
(Describe) Describe the role of the "mentor/coach".
Asking the Right Questions: Planning

(Describe) State the purpose of the lesson. "What is your lesson going to be about.....?"

(Translate) Translate the purposes of the lesson into descriptions of desirable and observable student behaviors. "As you see the lesson unfolding, what will students be doing?"

(Predict) Envision teaching strategies and behaviors to facilitate student's performance of desired behaviors. "As you envision this lesson, what do you see yourself doing to produce those student outcomes?"

(Sequence) Describe the sequence in which the lesson will occur. "What will you be doing first? Next? Last? How will you close the lesson?"

(Estimate) Anticipate the duration of activities. "As you envision the opening of the lesson, how long do you anticipate that will take?"
Asking the Right Questions: Planning

*(Operationalize criteria)* Formulate procedures for assessing outcomes (envision, operationally define, and set criteria).

"What will you see students doing or hear them saying *that will indicate* to you that your lesson is successful?"

*(Metacogitate)* Monitor their own behavior during the lesson.

"What will you look for in students' reactions *to know if* your directions are understood?"

*(Describe)* Describe the role of the "mentor/coach".

"What will you want me to look for and give you feedback about...?"

---

Asking the Right Questions: Reflection Activity

*With your table, transform the following reflection statements into coaching questions:*

*(Assess)* Express feelings about the lesson.

*(Recall and Relate)* Recall student behaviors observed during the lesson to support those feelings.

*(Recall)* Recall their own behavior during the lesson.

*(Compare)* Compare student behavior performed with student behavior desired.

*(Infer)* Make inferences about the achievement of the purposes of the lesson.

*(Metacogitate)* Become aware, monitor one's own thinking during the lesson.

*(Analyze)* Analyze why the student behaviors were or were not achieved.

*(Cause-effect)* Draw causal relationships.

*(Synthesize)* Synthesize meaning from analysis of this lesson.

*(Self-prescription)* Prescribe alternative teaching strategies, behaviors or conditions.

*(Evaluate)* Give feedback about the effects of this coaching session and the mentor's conferencing skills.
Asking the Right Questions: Reflecting

(Assess) Express feelings about the lesson.
"As you reflect back on the lesson, how do you feel it went?"

(Recall and Relate) Recall student behaviors observed during the lesson to support those feelings.
"What did you see students doing (or hear them saying) that made you feel that way?"

(Recall) Recall their own behavior during the lesson.
"What do you recall about your own behavior during the lesson?"

(Compare) Compare student behavior performed with student behavior desired.
"How did what you observed compare with what you planned?"

(Compare) Compare teacher behavior performed with teacher behavior planned.
"How did what you planned compare with what you did?"

(Infer) Make inferences about the achievement of the purposes of the lesson.
"As you reflect on the goals for this lesson, what can you say about your students' achievement of them?"
Asking the Right Questions: Reflecting

(Metacogitate) Become aware, monitor one's own thinking during the lesson.
"What were you thinking when you decided to change the design of the lesson?" OR "What were you aware of that students were doing that signaled you to change the format of the lesson?"

(Analyze) Analyze why the student behaviors were or were not achieved.
"What hunches do you have to explain why some students performed as you had hoped while others did not?"

(Cause-effect) Draw causal relationships.
"What did you do (or didn't you do) to produce the results you wanted?"

(Synthesize) Synthesize meaning from analysis of this lesson.
"As you reflect on this discussion, what big ideas or insights are you discovering?"

(Self-prescription) Prescribe alternative teaching strategies, behaviors or conditions.
"As you plan future lessons, what ideas have you developed that might be carried forth to the next lesson or other lessons?"

(Evaluate) Give feedback about the effects of this coaching session and the mentor's conferencing skills.
"As you think back over our conversation, what has this coaching session done for you? What is it that I did (or didn't do)? What assisted you? What could I do differently in the future coaching sessions?"
People don’t resist change; They resist being changed.
-Peter Senge
Managing Complex Change

Resistance: People in Groups

8% will be innovators.

17% will be leaders.

29% will be early adopters.

29% will be late adopters.

17% will be resisters.

(E. Rodgers) www.learningforward.org

Managing Complex Change

Factors in Managing Complex Change

<table>
<thead>
<tr>
<th>Vision</th>
<th>Skills</th>
<th>Incentives</th>
<th>Resources</th>
<th>Action Plan</th>
<th>Results</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Confusion</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Anxiety</td>
</tr>
<tr>
<td>Vision</td>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Resistance</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Frustration</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Treadmill</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inertia</td>
</tr>
</tbody>
</table>

Managing Complex Change: Reasons and Strategies

1. People don’t know what to do (lack of knowledge).
2. People don’t know how to do it (lack of skills/abilities).
3. People don’t know why (the purpose).
4. People are not involved in decision making.
5. People are satisfied with the way things are.
6. People are overwhelmed by workload and work pressure.
7. People can’t see the benefits of change.
8. People don’t see the change agent (or advocates) as credible.
9. People don’t experience support.
10. The innovation conflicts with the school culture.
11. People are worried about failure.
12. People have a negative experience with change.

Assessing Your Effectiveness

The final test of a leader is that he leaves behind him in other men the conviction and the will to carry on.
-Walter Lippmann
Reflection:

What do others see in you?

- Do you notice any particular patterns arising?
  - Are you playing the role of expert too often and trying to solve problems, rather than guiding your teacher(s) to solve his/her own problems?
  - Are you limiting what you communicate to your teacher(s) to one particular type of message?
- Do you challenge your teacher(s) to reflect upon his/her teaching and make future plans?
- Do you schedule both planning discussions and reflection discussions?
- Do you make plans for ways to guide your teacher(s)?
- Do you keep up communication with your teacher(s) without regular prompting from the principal or regional coordinator?
Assessing Your Effectiveness As a Coach

- What are we doing that is working?
- What evidence do we have that it is working?
- What are we doing that is not working?
- What evidence tells us that it is not working?
- What are we going to do about what is not working?

Documenting Coaching Support

Tools & Artifacts
Coaching as a Collaborative Effort

• Observation-based and focused
• Data collection that is agreed upon with the classroom teacher
• Data collection used to determine possible coaching points

Too often – coaching is punitive or associated with negative discipline – “code” for “There is a problem, and it is you.”

The challenge is to transform people’s (and the organization’s) experience of and relation to feedback and coaching.
Beginning-of-Year School Assessment Questions

School Norms and Goals
- What are your desired goals (short and long term) and/or needs for grade level assistance?
- What is your most urgent instructional focus for this school year?
- What research-based literacy “non-negotiable” exist at your school?

School Resources, Materials and Programs
- What internal and/or external supports exist within the school (reading specialists, instructional coach, team/grade chair)?
- What do your teachers use for the core reading program?
- What supplemental reading program(s) and/or interventions do you use?

Curriculum, Instruction and Assessment
- Do you have teachers in grade level chair positions? Who are they and what positions do they hold?
- Have you received information about MDE’s reading screeners (STAR Hold)?
  - If so, what assessment(s) do you currently use for screening, diagnosis, progress monitoring, and benchmarking?
- Have your teachers received training on the administration of the current assessments used at the school?

Professional Development and Trainings
- Have your teachers attended LEAP training? 3 day or 2 day training?
  - Has the principal attended Principal’s PD?
- Have your teachers received Common Core State Standards (CCSS) PD? If yes, on which topics?
- Are you meeting as a PLC? How often? For what purposes? Do you meet as a PLC?
- What is your PLC schedule? PLC schedule?

Contact
- Who is my secondary point of contact liaison when you are not available? Do you want me to primarily correspond with you or the liaison?

Teacher-Coach Partnership Agreement

Used to establish clear expectations for:
- The role of the coach
- The teacher’s desired outcomes from coaching
- The teacher’s desired instructional focus for coach support
Needs Assessment

- Assists coach and teacher with identifying areas for instructional support
- Utilized at beginning of year and mid-year

Observation Tool

<table>
<thead>
<tr>
<th>Evidence/Comments</th>
<th>Teacher</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think you observed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you feel about what I observed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel the lesson was a success?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What were your overall goals for this lesson (remediation, review, introduction of a new skill, etc.)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was there anything you would change about the lesson?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is what I saw…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Be very objective. State facts only, praise good strategies, list procedures, offer constructive feedback for improvement, etc. I've included space to cite positives, challenges and possible next steps.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are our next steps? In what ways can I provide support (e.g., co-teaching, modeling, planning, etc.)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Team of observers
• Classroom Walk-through
• Non-evaluative
• Yields snapshot of teacher instruction & student learning

---

Literacy Learning Walk Protocol

---

**Focus:**

- **Phonemic Awareness**
- **Phonics**
- **Vocabulary**
- **Comprehension**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Planning</th>
<th>Instruction</th>
<th>Evaluative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td><strong>Observation:</strong> teacher instruction</td>
<td><strong>Planning:</strong></td>
<td><strong>Instruction:</strong> classroom observation</td>
</tr>
<tr>
<td>Phonics</td>
<td>Teacher instruction</td>
<td>Classroom observation</td>
<td>Student performance</td>
</tr>
<tr>
<td>Vocabulary</td>
<td><strong>Observation:</strong> word choice</td>
<td><strong>Planning:</strong></td>
<td><strong>Instruction:</strong> classroom interaction</td>
</tr>
<tr>
<td>Comprehension</td>
<td><strong>Observation:</strong> reading comprehension</td>
<td><strong>Planning:</strong></td>
<td><strong>Instruction:</strong> classroom discussion</td>
</tr>
</tbody>
</table>

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---

**Evidence:**

- Evidence of instruction
- Evidence of student engagement
- Evidence of instructional materials

---

**District:**

- **Observation:** Classroom observation
- **Planning:** Instructional planning
- **Instruction:** Classroom instruction
- **Evaluative:** Student evaluation

---
Collecting Field Notes as Artifacts

• View Close Interactive Read Alouds – Grade 2.
• Take notes using your coaching tool during the video.
• Discuss notes in small groups.

Best Practices in Literacy Instruction
What are your Non-Negotiables?
Setting the Stage for Learning

Classroom Characteristics

- Students are academically engaged
- Teachers and students are accountable

Elements

- Whole Group Instruction
- Differentiated Instruction (with learning centers, including teacher-led)
- Several Student Centers (group, pair, cooperative, individual)
- Differentiated Intervention with at-risk students in small, flexible groups
Action Planning

Using SMART Goals to Increase Achievement

Planning the Goals: Action and Direction

“A GOAL without a plan is just a wish.”
#Motivation #Inspiration #GoGetIt
Planning the Goals: Be SMART

**Specific**

**Measureable**

**Attainable/Achievable**

**Relevant/Realistic**

**Time-Bound**

Planning the Goals: Choosing Goals

**Steps to SUCCESS**

- Set a goal
- Make a plan
- Take action
- Stick to it
- Achieve your goal
- How many goals should you have?

**Be Positive**

**Be Precise:**

Dates, Resources, Person(s) Responsible

Set Priorities
Planning the Goals: Backwards Design

- Explicit Phonics instruction in all K-2 classrooms
- Model, co-teach, and observe explicit phonics instruction consistently
- Lead PLCs to research and practice LETRS Module 7
- Focus on targeted teachers (based on data)

SMART GOALS: Action Planning

- Remember, the more specific the goals are, the greater the chance of reaching them. Though the action plan is broad and encompassing, administrators/teachers will need explicit direction.

- Identify the SPECIFIC GOALS.

- Keep in mind as you go throughout the year:
  - What goals have been achieved?
  - What new goals did the Learning Walk reveal?
SMART GOALS: Sample Action Plan

<table>
<thead>
<tr>
<th>Goals/Outcomes (Learning Walk &amp; School Literacy Plan)</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Evidence of Progress</th>
<th>Dates Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress monitoring</td>
<td>Principal, Literacy Coach, Teachers</td>
<td>STAR Reading Data Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group instruction</td>
<td>Teacher, Principal, Literacy Coach</td>
<td>Sample Centers, Lesson Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>Teacher, Principal, Literacy Coach</td>
<td>Ongoing (Wednesdays &amp; Thursdays), Lesson Plans, Planning Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards-based center activities</td>
<td>Principal, Literacy Coach, Teachers</td>
<td>District Pacing Guide, MAP Blueprint, EDI Strategies, MDE Best Practices</td>
<td>Observations, Center Activities, Lesson Plans</td>
<td></td>
</tr>
</tbody>
</table>

SMART GOALS: Action Plan Discussion

How do you turn the following vague statements into SMART Goals?

- Increase PLCs
- Writing PD
- Increase Text Dependent Questions
- Enhance Vocabulary Instruction
- Planning
- Progress Monitoring
SMART GOALS: Action Plan Discussion

How do you turn the following vague statements into SMART Goals?

• Increase PLCs
  • What is the most pressing content? Are data meetings in place? How often?

• Writing PD
  • Writing Gallery? Writing Focus Timeline? Writing Rubrics? Checklists?

• Increase Text Dependent Questions
  • STEMS? Scaffolding Document? Whole Group? Small Group?

SMART GOALS: Action Plan Discussion (cont.)

How do you turn the following vague statements into SMART Goals?

• Enhance Vocabulary Instruction
  • Tier Words? Academic Language? Key Terms? Word Walls? Morphology?

• Planning

• Progress Monitoring
  • Scheduling? Data Analysis? How often for each group? Assess… then what?
SMART GOALS: Exemplar Action Plan

<table>
<thead>
<tr>
<th>Goals/Outcomes</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evidence of Progress</th>
<th>Dates Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the use of Anchor Charts with students during small group instruction and during whole group instruction.</td>
<td>Literacy Coach</td>
<td>Early Spring 2017 (Ongoing)</td>
<td>Anchor Chart PD sample anchor charts for each reading component</td>
<td>One new anchor chart per week (Labeled and based on focus standard)</td>
<td></td>
</tr>
<tr>
<td>Structured schedule for the 90-120 minute Reading Block</td>
<td>District and Principal will decide upon a schedule for teachers and will communicate this schedule with them. Literacy Coach will support the implementation.</td>
<td>Fall 2016</td>
<td>Literacy coach will conduct the 90-120 Minute Reading Block PD</td>
<td>Uninterrupted Block Schedule posted and implemented</td>
<td></td>
</tr>
<tr>
<td>Based on 2015-16 MAP data, 26.1% of 3rd graders scored in Level 1 on the MAP Assessment. Increase the intentional focus of instruction for skills that are gap areas for students that are in red/yellow categories in STAR at the teacher table during small group instruction. (1-3)</td>
<td>Literacy Coach will support teachers in continuing to identify skills needed through STAR Reading and will support teachers in planning instruction to address the skills. Interventionist will align interventions to address student needs for those placed in intervention.</td>
<td>Second Semester 2016-17 (Ongoing)</td>
<td>1) Utilize STAR Instructional Reports to identify skill gaps 2) Core Learning Progressors 3) Interventionist 4) Planning sessions using identified gaps/skills to plan for small group teacher-led explicit instruction in these areas</td>
<td>Increase in the percentage of students that score in Level 1 of the MAP Assessment in 3rd grade for the 2016-17 school year. Goal: 18% or less</td>
<td></td>
</tr>
<tr>
<td>Increase teacher knowledge in grade level standards and aligning standards to instruction to get students to grade level by the end of 3rd grade.</td>
<td>Literacy Coach will do a Standards PD. Lead Learner will hold teachers accountable for using the program.</td>
<td>January 4 PD(on-going)</td>
<td>MOPS Standards Alignment with MAP PD  Scaffolding Documents  MAP Blueprints</td>
<td>Increase in standards aligned instruction in 1-3 grade classrooms</td>
<td></td>
</tr>
<tr>
<td>Improve student analysis of text through incorporation of close reading strategy into ELA instruction</td>
<td>Literacy Coach will do a PLC on Close Reading strategy for 1-3rd ELA teachers. Lead Learner will hold teachers accountable for using the program.</td>
<td>January 19 (on-going)</td>
<td>1)Close-Reading Lesson Plan template and sample lesson 2) Readworks.org passages 3)Modeling/Co-teaching with the close-reading strategy</td>
<td>Observation of effective close reading strategy implemented in classrooms 1-3</td>
<td></td>
</tr>
</tbody>
</table>

Action Planning – Considering 30 or 60 Day Plans

Considering a shorter time frame for your Action Plan can assist in ensuring that Action Plans are reviewed and revised throughout the year.

<table>
<thead>
<tr>
<th>Desired Outcomes</th>
<th>People Involved</th>
<th>Timeline</th>
<th>Measures of Success</th>
<th>Sustainability Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Build in professional learning time during the instructional day to support students</td>
<td>Mr. Kirkpatrick (principal) Ms. Kelly (school-based coach) Ms. Hanover (lead teacher)</td>
<td>8/13/12</td>
<td>❑ Working schedule ❑ Ask for feedback about the schedule</td>
<td>❑ Based on feedback, the schedule will be tweaked to sustain its integrity</td>
</tr>
<tr>
<td>❑ Six PLC cycles with individual teachers</td>
<td>Mr. Kirkpatrick (principal) Ms. Kelly (school-based coach) Ms. Hanover (lead teacher) Classroom teachers</td>
<td>Begin the first week, set up a schedule for PLC collaboration</td>
<td>❑ Teachers reflect on improved student achievement</td>
<td>❑ Have PLC collaboration cycles for the whole school year</td>
</tr>
</tbody>
</table>
Goal Setting: Revisiting Your Vision

Does the literacy vision:

- Focus on student achievement?
- Address aspirations of your literacy support schools?
- Provide inspiration – leading to commitment?
- Lead to accountability?
- Lend itself to developing a clear strategy for making the vision achievable?

Can it translate into an action plan?

What are you looking for?
Goal Setting: Important to Note

- 20% (or less) of the time focused on the Problem
- 80% of the time should be focused on Solution

Goal Revision ACTIVITY

- Each table member will consider an action plan goal set for themselves or their building last year that either was not met or was not implemented.
- Use SMART goal setting and considering using a 30 or 60 day plan, work with your group to rewrite each action plan goal.
- Discuss and evaluate why the goals were not met or implemented the previous year and what changes need to occur within the goals for implementation this year.

Volunteers will share with the group.
Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersMS.com for more information!

Questions/Evaluations
Dr. Kymyona Burk, State Literacy Director (K-12)
kymyona.burk@mdek12.org
LeighAnne Cheeseman, K-3 English Learner/Assistant State Literacy Coordinator
lcheeseman@mdek12.org
Jill Webb Hoda, K-3 Assistant State Literacy Coordinator
jhoda@mdek12.org
Casey Sullivan, K-3 Assistant State Literacy Coordinator
csullivan@mdek12.org
Kristen Wells, K-3 Assistant State Literacy Coordinator
kwells@mdek12.org
### Characteristics of Effective School-Based Coaches


<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Teaching Expertise</th>
<th>Coaching Skills</th>
<th>Relationship Skills</th>
<th>Content Expertise</th>
<th>Leadership Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is willing to learn</td>
<td>- Is skilled in instructional planning</td>
<td>- Understands and applies knowledge about adult development</td>
<td>- Desires to be a part of a team</td>
<td>- Possesses and applies appropriate, in-depth content knowledge</td>
<td>- Understands and applies knowledge about change</td>
</tr>
<tr>
<td>- Has a passion for ongoing development and learning</td>
<td>- Has strong classroom organizations and management</td>
<td>- Listens skillfully</td>
<td>- Works effectively with teachers and principals</td>
<td>- Uses extensive research and theory to support instructional decisions</td>
<td>- Communicates the vision of the school</td>
</tr>
<tr>
<td>- Holds the attitude that everyone is important</td>
<td>- Has fluency with multiple methods of delivering instruction</td>
<td>- Communicates effectively</td>
<td>- Builds trusting relationships</td>
<td></td>
<td>- Aligns work with school goals</td>
</tr>
<tr>
<td>- Believes in the capacity of others to grow and develop</td>
<td>- Uses multiple methods for student assessment</td>
<td>- Uses effective questioning skills</td>
<td>- Is respected by peers</td>
<td></td>
<td>- Uses data to drive decisions</td>
</tr>
<tr>
<td>- Does not assume to have “The Answer”</td>
<td>- Demonstrates success in their work as classroom teachers</td>
<td>- Understands and employs a specific reflection process</td>
<td>- Has patience for the learning process</td>
<td></td>
<td>- Engages others in developing plans for improvement</td>
</tr>
<tr>
<td>- Is committed to continuous improvement</td>
<td>- Articulates their practice</td>
<td>- Diagnoses the needs of teachers</td>
<td></td>
<td></td>
<td>- Maintains a productive culture</td>
</tr>
<tr>
<td>- Have moral purpose</td>
<td>- Reflects on their own practice</td>
<td>- Aligns support to the identified needs of teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Can let go of being responsible for another person’s behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Protégé feels stuck/powerless (e.g., "I just can't get anywhere with this student's parents! They don't see the problem.").

Self-prescribing strategy: Shifts responsibility from others to self, getting the protégé to consider ways s/he can influence the outcome of a problematic situation (e.g., "You've told me how the parent responded. What did you do or say after they responded to you? Could you tell me how you first told them about the problem? Could you have told them about it any differently or responded differently?").

Protégé has run out of ideas (e.g., "I have tried everything I can think of to get them to.....").

Choice Making Strategy: Opens up a brainstorming session. Should only be used if the protégé has reached a dead end. Discuss a list of possibilities, then ask the protégé to choose the idea that might be most appropriate for the given situation (e.g., What have you tried so far? Were any of the things you tried somewhat effective? Let's see if we can come up with some other ideas and weigh them for their effectiveness.").

Protégé attributes situation to fate or luck (e.g., "I lucked out to have things go so well during the observation!").

Correcting Fate Control: Shifts focus onto personal contributions the protégé made to the success or failure (e.g., "What do you think you did to help make things go so well? Could you use any of those strategies again sometime?").

Protégé feels frustrated with situation (e.g., "I am getting so tired of the way that group of students behaves during group time!").

Drawing from Past Experience Strategy: Encourages the protégé to pause and reflect on possible successes in similar situations in the past and evaluate their effectiveness in handling the current problem (e.g., "Have they always behaved that way during group time? What has been going on during those times when they do behave well in group?").

Protégé's responses are vague (e.g., "The week went okay...").

Communicating with Specificity Strategy: Prompts protégés to elaborate through use of probing questions and clarifying questions (e.g., "The last time we talked, you expressed some concern about the upcoming math lesson on double-digit multiplication. How did that go?").

Protégé's request for help is vague (e.g., "I don't understand how to get them to write well...").

Eliciting Specific Criteria Strategy: Requires protégés to be more specific about indicators and criteria they are considering. (e.g., What do you mean by "write well"? Does this include grammar and punctuation? Can you give me an example of what you consider good writing and an example of what you are seeing that concerns you?").

Protégé demonstrates temporal vagueness (e.g., "I always run out of time getting the ideas across, and the

Managing Time Strategy: Encourages the protégé to give more consideration to time management: sequencing; duration; simultaneity - dealing with students who have mastered content already (e.g., "Let's look at your next lesson and see how we can
Protégé's conscious decisions are not apparent (e.g., "I'm going to have them do a seek-and-find for science.").

Metacognition Strategies: Leads the protégé to consider internal values, goals, thoughts and feelings about external events (e.g., "Why did you choose that activity? Is that the best way to get the students to show you their understanding of the topic?"). AND

Mental Rehearsal Strategy: Leads the protégé to envision and mentally enact the planned activity (e.g., "How do you plan to introduce that lesson? What will you say? Will you use any props?").

Protégé is negative about actions of others (e.g. "It upsets me when my colleague criticizes my lessons.").

Considering Intention Strategy: Encourages protégé to consider possible positive intentions of another’s action, looking at the issue from multiple perspectives. (e.g., "Let's try looking at it from their point of view; what reasons might they have for doing that? Have you ever thought that they might be trying to help you?").

Protégé sees situation from only one point of view (e.g., "The girls are always lined up on time when I pick them up from lunch.").

Style Check Strategy: Encourages awareness of others' styles, beliefs, values, and behaviors (e.g., "What do the girls do during lunch? What are the boys doing differently? Could this have some effect on the time it takes them to line up?").

Protégé is in a conflict situation (e.g., "We're having problems getting along with one of the other staff members; she doesn't want to plan with the team.").

Values Search Strategy: Focuses on values espoused by the different points of view. (e.g., "Let's look at why your team wants to plan together. How does that benefit them? How does your colleague's absence effect them? Why do you think your colleague chose not to take part in team planning? How does this benefit her?").

Protégé is negative about group behavior (e.g., "My third period class is so rowdy, I just cannot do anything with them!").

Talent Search Strategy: Encourages protégé to consider potential capacities of the group as a whole and individual members of the group, focusing on strengths (e.g., "Are there any individuals in the group that you can work with well? Have there been any times when they have been successful as a group? Why do you think they were successful then?").

Protégé feels isolated, at a loss (e.g., "I just don't know where to go to get help working with these parents!")

Resource Banking Strategy: Encourages protégé to consider ways to seek help and assistance; suggests ways others might deal with a similar problem (e.g., "Have you talked to some of the teachers the kids had last year? Maybe they can give you some pointers. You might also want to ask the counselor for some tips on working with those parents.") OR

Group Support Strategy: Encourages protégé to make others on staff aware of the problem, raising it to a team awareness level for problem-solving (e.g., "Have you brought this up at your
Bloom’s Taxonomy Verbs

Knowledge
- Remember previously learned information.

Comprehension
- Demonstrate an understanding of the facts.

Application
- Apply knowledge to actual situations.

Analysis
- Break down objects or ideas into simpler parts and find evidence to support generalizations.

Synthesis
- Compile component ideas into a new whole or propose alternative solutions.

Evaluation
- Make and defend judgments based on internal evidence or external criteria.

Higher Order Thinking Skills

Knowledge
- Identify label list match memorize name order outline recognize relate recall repeat reproduce select state

Comprehension
- Duplicate identify label list match memorize name order outline recognize relate recall repeat reproduce select state

Application
- Choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare propose produce relate schedule show sketch solve use write

Analysis
- Analyze appraise breakdown calculate categorize compare contrast criticize diagram differentiate discriminate distinguish examine experiment identify illustrate infer model outline point out question relate select separate subordinate test

Synthesis
- Arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write

Evaluation
- Appraise argue assess attach choose compare conclude contrast defend describe discriminate estimate evaluate explain judge justify interpret relate predict rate select summarize support value

https://www.fractuslearning.com/blooms-taxonomy-verbs-free-chart/
Cognitive Coaching – Planning and Reflecting

**Planning**

*(Describe)* State the purpose of the lesson.
"What is your lesson going to be about.....?"

*(Translate)* Translate the purposes of the lesson into descriptions of desirable and observable student behaviors.
"As you see the lesson unfolding, what will students be doing?"

*(Predict)* Envision teaching strategies and behaviors to facilitate students’ performance of desired behaviors.
"As you envision this lesson, what do you see yourself doing to produce those student outcomes?"

*(Sequence)* Describe the sequence in which the lesson will occur.
"What will you be doing first? Next? Last? How will you close the lesson?"

*(Estimate)* Anticipate the duration of activities.
"As you envision the opening of the lesson, how long do you anticipate that will take?"

*(Operationalize criteria)* Formulate procedures for assessing outcomes (envision, operationally define, and set criteria).
"What will you see students doing or hear them saying that will indicate to you that your lesson is successful?"

*(Metacogitate)* Monitor their own behavior during the lesson.
"What will you look for in students' reactions to know if your directions are understood?"

*(Describe)* Describe the role of the "mentor/coach".
"What will you want me to look for and give you feedback about...?"
Cognitive Coaching – Planning and Reflecting

Reflecting

(Assess) Express feelings about the lesson.
"As you reflect back on the lesson, how do you feel it went?"

(Recall and Relate) Recall student behaviors observed during the lesson to support those feelings.
"What did you see students doing (or hear them saying) that made you feel that way?"

(Recall) Recall their own behavior during the lesson.
"What do you recall about your own behavior during the lesson?"

(Compare) Compare student behavior performed with student behavior desired.
"How did what you observed compare with what you planned?"

(Compare) Compare teacher behavior performed with teacher behavior planned.
"How did what you planned compare with what you did?"

(Infer) Make inferences about the achievement of the purposes of the lesson.
"As you reflect on the goals for this lesson, what can you say about your students' achievement of them?"

(Metacogitate) Become aware, monitor one's own thinking during the lesson.
"What were you thinking when you decided to change the design of the lesson?"
OR "What were you aware of that students were doing that signaled you to change the format of the lesson?"

(Analyze) Analyze why the student behaviors were or were not achieved.
"What hunches do you have to explain why some students performed as you had hoped while others did not?"

(Cause-effect) Draw causal relationships.
"What did you do (or didn’t you do) to produce the results you wanted?"

(Synthesize) Synthesize meaning from analysis of this lesson.
"As you reflect on this discussion, what big ideas or insights are you discovering?"

(Self-prescription) Prescribe alternative teaching strategies, behaviors or conditions.
"As you plan future lessons, what ideas have you developed that might be carried forth to the next lesson or other lessons?"

(Evaluate) Give feedback about the effects of this coaching session and the mentor's conferencing skills.
"As you think back over our conversation, what has this coaching session done for you? What is it that I did (or didn’t do)? What assisted you? What could I do differently in the future coaching sessions?"
Michael Fullan, University of Toronto

Reluctance to Change

1. People don’t know what to do (lack of knowledge)
   - Share information with everyone involved; Provide reading and set up study groups.
   - Conduct knowledge-building seminars.
   - Hold question and answer sessions.
   - Share inside knowledge and reach outward for expertise.

2. People don’t know how to do it (lack of skills/abilities)
   - Provide high quality, up-front training.
   - Provide ongoing skill-building training sessions.
   - Provide opportunities for feedback and coaching.
   - Sponsor problem-solving groups.
   - Encourage visitations to other classrooms and schools so people can see the innovation in action.

3. People don’t know why (the purpose)
   - Explain the rationale.
   - Talk about where it has made a difference cite examples from practice and research.
   - Explain where it fits in the bigger picture.
   - Articulate anticipated outcomes.

4. People are not involved in decision making
   - Provide opportunities for involvement in decisions, learn a variety of decision-making strategies (consultation, majority rules, consensus).
   - Share the leadership among faculty members.
   - Involve staff in the generation of ideas before making decisions.
   - Establish a collaborative decision making model that spells out who makes what decisions and how decisions will be make.

5. People are satisfied with the way things are.
   - Create an alternative future picture. (build creative tension)
   - Clarify and raise your expectations. (walk your talk)
   - Take a hard, honest look at the data. (results)
   - Reward change and risk taking.

6. Workload and work pressure
   - Get focused on common goals.
   - Periodically conduct a school review-make decisions around what you should and
   - Reorganize human resources. (Align work with people in an equitable way.)
   - Promote more teamwork and a collaborative work culture.
   - Support individuals under pressure.

7. People can’t see the benefits of change
   - Do a cost benefit analysis of the change.
   - Conduct a S.W.O.T. (identify strengths, weaknesses, opportunities and threats).
   - Be up-front about the disadvantages.
   - Provide real life stories and examples where benefits have been achieved.
• Identify strategies to counteract costs.
• Collect data and monitor implementations.

8. People don’t see the change agent (or advocates) as credible.
• Match the innovation with knowledge and motivated change agents.
• Involve people who are respected by their colleagues.
• Choose people who have a track record to manage and facilitate change projects.
• Give change agents hard feedback.
• Ensure change agents receive high quality training on the innovation and the change process.

9. People don’t experience support.
• Conduct a human resources needs assessment.
• Develop an implementation plan that builds in human and material resources.
• Provide recognition and rewards.
• Address the time issues and make changes.
• Provide incentives for change.
• Monitor implementations.

10. The innovation conflicts with the school culture.
• Talk about the innovation or change-establish how to gradually introduce changes.
• Talk about the school culture-
• Identify forces for and against change in the school.
• Conduct a problem-solving group on implementation of the change.
• Involve key cultural players in the initiation and implementation process.

11. People are worried about failure.
• Promote a risk-taking mind set-use it as a guiding principle.
• Help people accept and understand that with change comes increased anxiety- d
• Talk about the implications or consequences of failing; identify assumptions and unfounded fears.
• Allow people an opportunity to express fears-case scenario? What is the best-case scenario?

12. People have a negative experience with change.
• Encourage people to talk about what happened in the past.
• Ask people to identify how this change is similar and how the change is different from others
• in the past.
• Find out what will build their trust act on their wants and needs.
• Build their confidence that this will turn out differently.
• Build in monitoring and evaluation processes to ensure feedback.
Monthly Literacy Coach Report

Literacy coaches will work with the Mississippi Department of Education to coordinate the *Literacy-Based Promotion Act* and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. Literacy coaches will provide a non-threatening, open, professional, and collaborative work relationship with district-level school personnel, school-based literacy coaches, principals, and teachers. They will be required to effectively identify the needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade level reading by the end of 3rd grade.

<table>
<thead>
<tr>
<th>School/District:</th>
<th>Principal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Coach:</td>
<td>Month/Year:</td>
</tr>
</tbody>
</table>

**Monthly Coaching Checklist**
(detailed notes regarding coaching activities outlined on the second page)

- # of co-teaching opportunities
- # of modeling opportunities
- # of coaching conferences (pre- or post-conferences, individual planning conferences)
- # of PLCs (planning, data, or content-building)
- # of PDs (before, during, or after school)
- # of principal debriefs

**Non-Negotiable Checklist**
(consistency of implementation of MDE Non-Negotiables – monthly opportunities, not hours)

<table>
<thead>
<tr>
<th>Non-Negotiable Introduction</th>
<th>Date and Format of Non-Negotiable Introduction</th>
<th>Evidence Observed in <em><strong>/</strong></em> K Classrooms</th>
<th>Evidence Observed in <em><strong>/</strong></em> 1st Classrooms</th>
<th>Evidence Observed in <em><strong>/</strong></em> 2nd Classrooms</th>
<th>Evidence Observed in <em><strong>/</strong></em> 3rd Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex: Anchor Charts</td>
<td>8/1/18, PLC</td>
<td>2/5</td>
<td>3/5</td>
<td>5/5</td>
<td>4/5</td>
</tr>
<tr>
<td>Anchor Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Walls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCRS Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Walls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uninterrupted ______ min Reading Block</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five Components of Reading (WG and SG/Centers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLCS</td>
<td>_____ Weekly</td>
<td>_____ Bi-weekly</td>
<td>_____ Monthly</td>
<td>_____ Not Established</td>
<td></td>
</tr>
<tr>
<td>Learning Walk</td>
<td>Fall Date</td>
<td>Spring Date</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: This document is not an evaluative tool.*
<table>
<thead>
<tr>
<th>School/District:</th>
<th>Principal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Coach:</td>
<td>Month/Year:</td>
</tr>
</tbody>
</table>

**Observations and Coaching**
(grade-level and/or school-wide)

**Professional Development**
(topics, audience, and number of participants)

**Data Analysis**
(screeners, assessment results, teacher-student ratio, etc.)

**Next Steps**

**Key Terms**
(For the purposes of this report, the following definitions will provide a shared understanding of the MDE literacy coach’s roles and responsibilities.)

<table>
<thead>
<tr>
<th><strong>Conferencing</strong></th>
<th>Dialogue between the literacy coach and the classroom teacher to discuss strategies, feedback, and next steps (i.e., before and after a focused model lesson/co-teaching lesson/teacher observation, coaching conversations).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Co-teaching</strong></td>
<td>The literacy coach and classroom teacher jointly deliver a skill, procedure, or strategy during small group or whole group instruction.</td>
</tr>
<tr>
<td><strong>Debriefing</strong></td>
<td>Constructive conversations between the literacy coach and the administrator to discuss the implementation of literacy goals and specific next steps.</td>
</tr>
<tr>
<td><strong>Learning Walk</strong></td>
<td>An opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom to collect evidence based on specific areas using a valuable tool to observe: 1) student engagement, 2) routines and procedures, and 3) instruction and planning.</td>
</tr>
<tr>
<td><strong>Modeling</strong></td>
<td>The literacy coach delivers a lesson focusing on a pre-planned skill, procedure, or strategy while the teacher observes and completes a Demonstration Lesson Form. A pre-conference and post-conference are part of this process.</td>
</tr>
<tr>
<td><strong>PD (Professional Development)</strong></td>
<td>A formal (whole- or small-) group learning opportunity to help teachers, administrators, and other educators improve their professional knowledge, competence, skill, and effectiveness.</td>
</tr>
<tr>
<td><strong>PLC (Professional Learning Community)</strong></td>
<td>An informal setting where teachers, administrators, and the literacy coach collaborate and share learning to increase effectiveness through lesson planning, data analysis, and content knowledge development.</td>
</tr>
</tbody>
</table>

*Note: This document is not an evaluative tool.*
# Literacy Coach and Teacher Partnership Agreement

**Teacher:** ___________________________  **Teaching Experience:** _____ years  
**School:** ___________________________  **Grade:** _______

<table>
<thead>
<tr>
<th>Literacy Coach’s Roles/Responsibilities</th>
<th>Teacher’s Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My role as Coach:</strong></td>
<td>What do you hope to gain from coaching/co-teaching/modeling done in your classroom?</td>
</tr>
<tr>
<td>To improve instructional decision-making and increase reflectivity in practice</td>
<td></td>
</tr>
<tr>
<td>Methods:</td>
<td></td>
</tr>
<tr>
<td>- Co-planning</td>
<td></td>
</tr>
<tr>
<td>- Co-teaching</td>
<td></td>
</tr>
<tr>
<td>- Observation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How and when we will communicate:</th>
<th>How will you monitor student achievement in your classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will meet individually, as needed, as well as during planning times.</td>
<td></td>
</tr>
<tr>
<td>- Learning focused conversations which include inquiry, reflection, generation of insights regarding professional practice, and lesson plan revision when necessary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus in team/grade-level meetings:</th>
<th>Where do you want to start in your classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Plan effective instruction</td>
<td>List our priorities (i.e., managing small-group activities, checking for comprehension, questioning techniques, etc.)</td>
</tr>
<tr>
<td>- Share ideas, problem solve collaboratively</td>
<td>-</td>
</tr>
<tr>
<td>- Generate reciprocal support (shared effort) for growth and improvement of practice</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Focus:</th>
<th>What additional resources will you need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate as equals in planning, reflecting, and problem solving.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Conference</th>
<th>Post-Conference</th>
<th>Next Steps</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What component(s) of instruction will be the focus of observation?</td>
<td>- What was your impression of the lesson? (What worked or didn’t work?)</td>
<td>- Based on this experience, what next steps will be taken to make instruction more effective?</td>
<td></td>
</tr>
<tr>
<td>- What is the content or skill objective(s)?</td>
<td>- How will you/did you assess mastery of the content or skill objective?</td>
<td>- How and when will these next steps be implemented?</td>
<td></td>
</tr>
<tr>
<td>- Identify the special needs of various students that should be considered.</td>
<td>- What is the evidence that students have mastered the concept or skill objective?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If not mastered, how will we meet the students’ needs?</td>
<td></td>
<td>- When will we revisit to see how instructional delivery is progressing?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- What component of instruction will be the focus of the next conference?</td>
</tr>
</tbody>
</table>

Date: ________________________________ Date: ________________________________ Date: ________________________________ Date: ________________________________

****The focus questions listed at the top of the form may be used as a guide for formulating pre/post conference questions.

Teacher Signature: ____________________________________________ Literacy Coach Signature: ____________________________________________
**Demonstration Lesson Focus Form**

Teacher ___________________________ Grade ___________ Date __________________

School ___________________________ Coach ___________________ Total Time: __________

Lesson Focus/Essential Reading Component: __________________________________________

---

**While observing the demonstration lesson, consider how the coach:**

<table>
<thead>
<tr>
<th>Explains lesson objectives and procedures.</th>
<th>Paces instruction and provides students enough thinking time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activates prior knowledge.</td>
<td>Provides frequent opportunities for students to respond.</td>
</tr>
<tr>
<td>Models the use of concrete examples.</td>
<td>Gives students immediate and specific feedback.</td>
</tr>
<tr>
<td>Makes learning visible and breaks down instruction into steps.</td>
<td>Adjusts instruction based on students’ responses.</td>
</tr>
<tr>
<td>Uses scaffolding to support student learning.</td>
<td>Monitors student learning and progress.</td>
</tr>
<tr>
<td>Integrates previously learned knowledge and skills.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Notes/Observations:**

**Questions:**

<table>
<thead>
<tr>
<th>Notes/Observations (cont.):</th>
<th>Questions (cont.):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# PROFESSIONAL DEVELOPMENT REQUEST FORM

## Basic Information

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>School</th>
<th>Today's Date</th>
<th>Anticipated Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person Number /Email</th>
<th>Intended Audience</th>
<th>Equipment (Who will provide)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Dates to be held</th>
<th>Time beginning</th>
<th>Time Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Areas of Professional Development Activities

(please check all that apply)

- [ ] Phonemic Awareness
- [ ] Phonics
- [ ] Fluency
- [ ] Vocabulary
- [ ] Comprehension

- [ ] Research-Based Decision Making
- [ ] Assessment
- [ ] Instructional Strategies
- [ ] Data Analysis
- [ ] Classroom Management

- [ ] Curriculum Alignment
- [ ] Lesson Planning
- [ ] Differentiated Instruction
- [ ] Building a Professional Learning Community (PLC)

Please briefly describe how the professional development activity will be utilized to improve the instructional process and/or effectively prepare students to meet challenging State or local academic content standards and student academic achievement standards. What data was used to determine this need?

Please provide specific details describing your perception of the topics and content that should be covered during this training/workshop. (Session Objectives)

Location

Person requesting professional development

(Initial or signature)
## Kindergarten through Third Grade Learning Walk Protocol

Observer____________________Teacher________________________Date__________ Grade ______

**Focus:** Phonemic Awareness  Phonics  Fluency  Vocabulary  Comprehension/Writing

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Strong Evidence</th>
<th>Observed</th>
<th>Needs Attention</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides appropriate and clear instructions for <strong>ALL STUDENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses explicit instruction that includes questioning and discussion techniques that promote higher order thinking skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check the box that applies:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Whole-group instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Small-group instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher provides students with positive corrective feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses appropriate pacing during instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check the box that applies:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Whole-group instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Small-group instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses a variety of resources (e.g. computer, smartboard, letter tiles, listening center, or lapboards) during reading instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher offers explicit explanations or models expected outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher scaffolds instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check the box that applies:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Whole-group instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Small-group instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher communicates clearly and effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher differentiates based on assessment data. (observed or documented on planning instrument)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Anecdotal Notes/Data Notebook*

Strong Evidence - Effectively Implemented; Observed - Compliant; Needs Attention - Occurring, but Weak;
**Kindergarten through Third Grade**

**Learning Walk Protocol**

Observer____________________Teacher________________________Date__________ Grade _______

<table>
<thead>
<tr>
<th>ROUTINES/ENVIRONMENTS</th>
<th>Strong Evidence</th>
<th>Observed</th>
<th>Needs Attention</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom behavior management system creates a positive learning environment with a culture of learning to high expectation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom arrangement is conducive to whole-group instruction and reading centers (both teacher/TA-led centers and independent student centers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily class schedule/agenda, is posted, with uninterrupted time, for reading instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions are smooth and quick and students demonstrate familiarity with routines and procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher assistant (TA) serves as an instructional assistant during the literacy block</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactive word walls are frequently updated, present, representative of the grade level, and includes academic vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom library is organized and accessible to students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactive anchor charts are present and reflect current skills/concepts being taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Strong Evidence*- Effectively Implemented; *Observed*- Compliant; *Needs Attention*-Occurring, but Weak;
Kindergarten through Third Grade
Learning Walk Protocol

Observer____________________Teacher________________________Date__________ Grade ______

<table>
<thead>
<tr>
<th>Preparation/Planning</th>
<th>Strong Evidence</th>
<th>Observed</th>
<th>Needs Attention</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher and student materials (e.g., teacher’s guides, big books, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are accessible and organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student work is current, posted, and aligned to a standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards are posted and aligned to instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ ‘‘I can’’ statements are aligned to standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centers/Writing Instruction</th>
<th>Strong Evidence</th>
<th>Observed</th>
<th>Needs Attention</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A center management system indicating flexible student placement and appropriate group size is evident</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading centers are clearly designated, labeled, and defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check the boxes that apply:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Phonemic Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Phonics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Writing in response to reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher –led center is present</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centers include:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Rigorous, Standards-based Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Student Accountability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During centers, students are working on differentiated activities that directly build reading skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students remain academically engaged during student centers and independent work (Early finisher work is present)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in the writing center are responding to text or completing writing activities that enhance both language and comprehension skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ If students are not writing to text during centers, there is clear evidence that text-based writing is occurring at other times during instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Strong Evidence*- Effectively Implemented; *Observed*- Compliant; *Needs Attention*- Occurring, but Weak;
# Learning Walk Outcomes Report

**<School Name>**  
**Fall 2018-2019**

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Members</td>
<td>Date completed</td>
</tr>
</tbody>
</table>

### AREA:

#### Commendations:
- 

#### Recommendations:
- 

### AREA:

#### Commendations:
- 

#### Recommendation:
- 

<table>
<thead>
<tr>
<th>Next Steps</th>
<th>Person Responsible</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>
Coaches Lesson Planning Chart

Coach: ______________________  Teacher(s): ____________________  School: ________________  Date: ________________

MS College- and Career-Readiness Standards Addressed in the Lesson:

<table>
<thead>
<tr>
<th>Coaching FOCUS: What content will your teacher be learning during this lesson?</th>
<th>Which strategies will you use to reinforce learning of content?</th>
<th>LESSON OUTLINE: What steps will you take to conduct your lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading:</td>
<td>Writing:</td>
<td></td>
</tr>
<tr>
<td>Listening:</td>
<td>Speaking:</td>
<td></td>
</tr>
</tbody>
</table>

How will I help the teacher and students build background for the new learning?

<table>
<thead>
<tr>
<th>Support Data</th>
<th>Focus Questions for the Observing Teacher</th>
<th>Key Vocabulary Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Materials, Scaffolding, and Assessment

<table>
<thead>
<tr>
<th>Materials Needed (Please list ALL items)</th>
<th>Teaching Techniques for Scaffolding Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: Identify by * which resources to be used are school-based (Basal, instructional program, etc.)</td>
<td>Identify lesson type (Modeling/Co-teaching):</td>
<td>□ Informal-Observation/Anecdotal notes</td>
</tr>
</tbody>
</table>

For INSTRUCTION:  For STUDENTS:

<table>
<thead>
<tr>
<th>Identify where lesson occurred (classroom, PD, PLC):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources provided to teachers as follow-up to lesson:</td>
</tr>
</tbody>
</table>

Grouping:
- □ Whole class
- □ Small group
- □ Center
- □ Teacher-led Center

| □ Formal-Checklist |
| □ Formative Assessment |
| □ Student Product |
| □ Center Accountability Tool (i.e., self-check, recording sheets, etc.) |
| □ Exit Ticket |
**School Literacy Plan**

Develop School Literacy Plans that:
- Enhance literacy instruction
- Support the SBE goals
- Align with MS-CCRS
- Reflect the implementation of the district's efforts to improve literacy achievement

**Word Walls**

- Evidence of interactive Word Walls
- Includes content area words, Tier II words, and academic words

**Data Walls**

- Evidence of monthly progress monitoring
- Includes other assessment data
- In compliance with FERPA guidelines

**Uninterrupted Reading Block**

- Small- and whole-group instruction are data driven
- Instruction focuses on the 5 components of reading and writing
- Instruction is differentiated

**PLCs**

- Topics based on needs
- Types: Data, Content, or Planning

**Writing Connected to Text**

- Writing is in response to text
- Instruction focuses on the three types of writing: Narrative, Informative, and Opinion

**Individual Reading Plan (IRP)**

- Serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies
- Fidelity checks will occur twice a year
- See 2018 IRP FAQs

**MS-CCRS Alignment**

- Instruction aligned to the MS-CCRS
- Student work posted with “I CAN” statement
- Knowledge-building of MS-CCRS for teachers and administrators

**Writing Connected to Text**

- Writing is in response to text
- Instruction focuses on the three types of writing: Narrative, Informative, and Opinion

**Interactive Anchor Charts**

- Reflect the current skills/concepts
- More effective when made with students

**Learning Walks**

- Held twice a year (fall and spring)
- Conducted by a team that includes the principal/assistant principal, literacy coach, regional coordinator, curriculum coordinator or lead teacher
- Invitations will also be sent to the district contact, assigned assistant state coordinator and state literacy director

**Data Access:**

- Grant access to screener data/reports to MDE literacy coach for support with data analysis, lesson planning, and instructional enhancement

**LITERACY SUPPORT SCHOOLS
NON-NEGOTIABLES 2018-2019**