

Student-Focused Coaching: The Skills for Success!

Part 1



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What Are Reading Coaches?

- *Experienced* teachers
- Strong *knowledge-base* in reading
- Success in *providing effective reading instruction*, especially to struggling readers
- *Trained* in how to *work with peer colleagues* to improve students' reading
- *Receives support* for providing coaching (includes having enough **TIME** during a school day to provide coaching services)

RF Coaching Guide

- ***Professional development*** model
- Based on ***SBRR*** theory & practice
- Coach provides ***on-site support and guidance***
- Collaboratively set goals for developing, extending, & improving ***skills, strategies, & practices***
- Leadership, Assessment, Professional Development



COACHING

*...more than just
observing in
classrooms &
modeling lessons!*

The Role of the Coach

Coaching is a form of
professional development.

It is *personalized*,
individualized, and
sustained over time.



...but wait! There's more!

Coaching vs. Mentoring?

MENTORING:

Helping talented and trained novices improve their general professional skills

COACHING:

Helping talented and trained individuals — novices or veterans — to improve their general professional skills **AND** to achieve a ***specific goal***

Specific goal for a reading coach?

Improve students' reading & writing skills!



What Do Reading Coaches Do?

- **OBSERVE** reading lessons & provide feedback
- **COLLECT DATA** on students & teachers
- **ADVISE & SUPPORT** teachers to improve reading/literacy lessons (materials, instruction, assessments)



AND MUCH MORE...

What Do Reading Coaches Do?

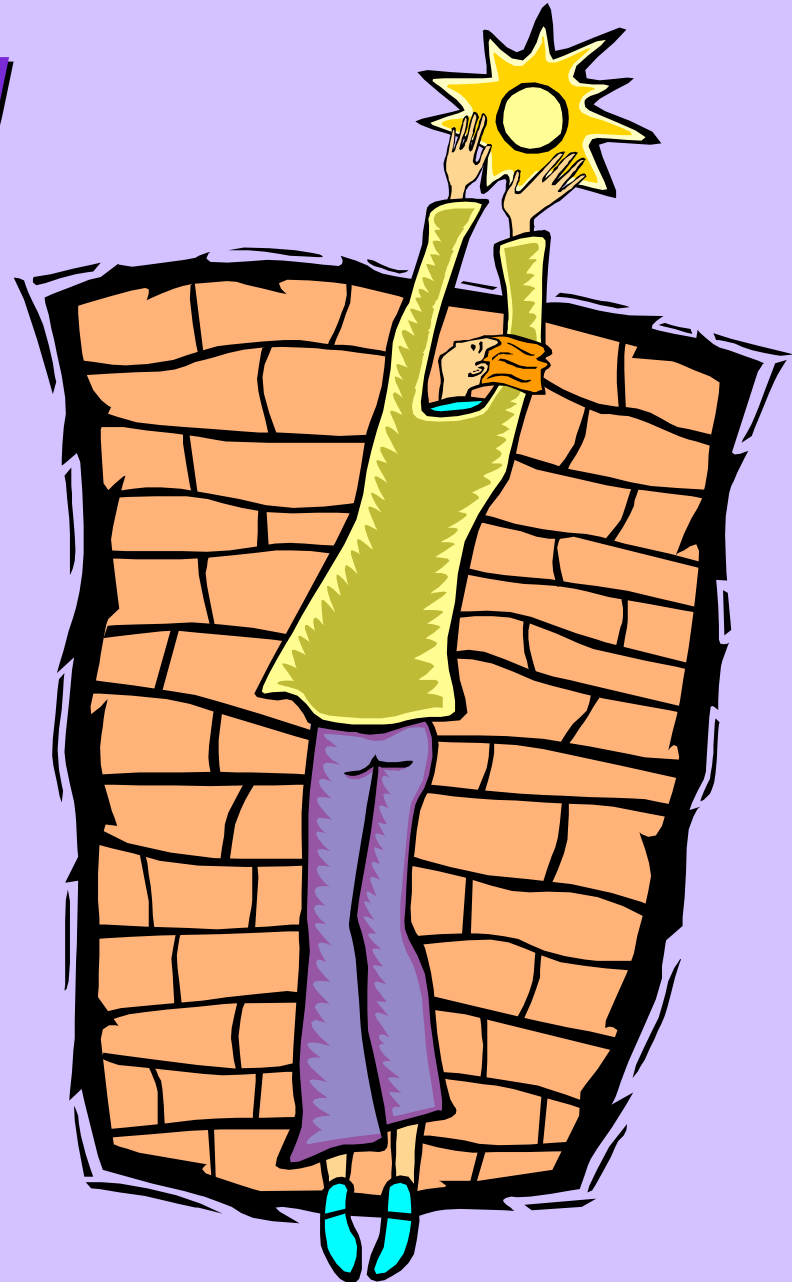
- ✓ What do **YOU DO** as a reading coach, or
- ✓ What do you think a coach **SHOULD DO?**

Think...pair...share



Goals of Coaching

- (1) Improve students' *reading skills & competence*
- (2) *Solve* problems
- (3) *Learn* from each other
- (4) *Prevent* future problems



Issues to consider...

- How to introduce the *ROLE* of coach into a school?
- How to provide *ADVICE* to peers without insulting them?
- How to get *TEACHERS* to improve their teaching?
- How to collaborate with *ADMINISTRATORS*?
- How to address *SYSTEM-WIDE ISSUES*?
Etc., etc., etc....



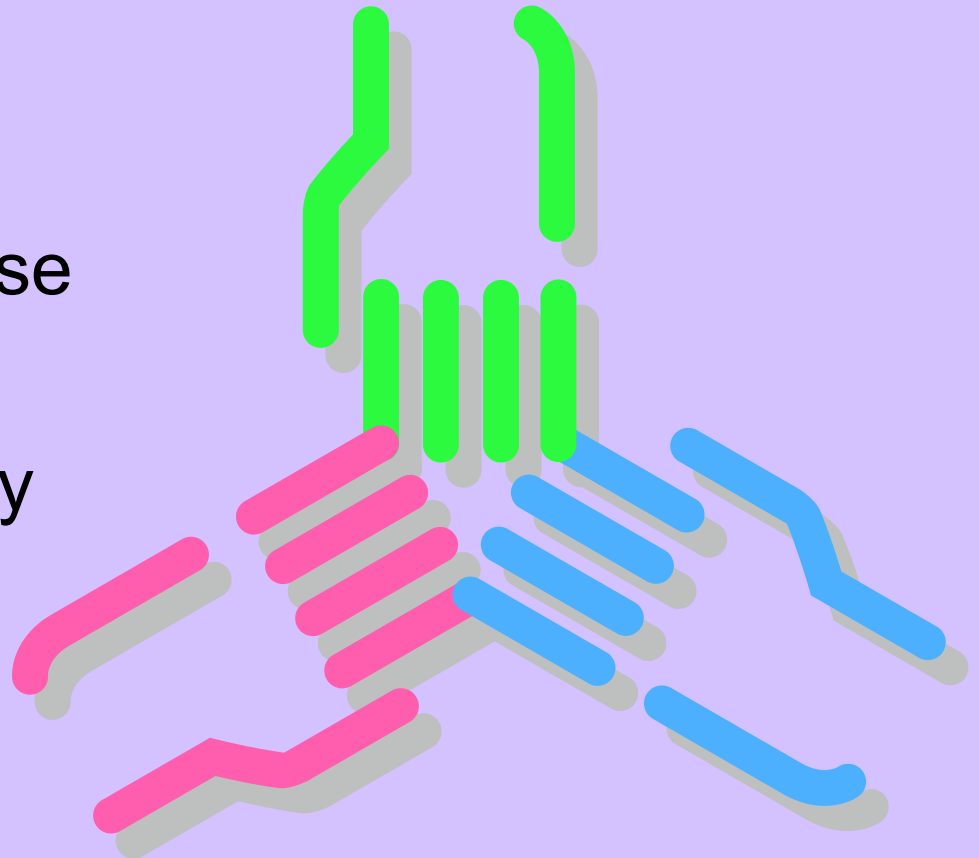
Student-Focused Coaching



Coaches as “Consultants”

CONSULTATION:

- Extensive research base
- Indirect service delivery



Student-Focused Coaching

Hasbrouck & Denton (2005)

A ***cooperative***, and ideally *collaborative*, ***relationship*** with parties mutually engaged in ***efforts*** to provide ***better services*** for students.



Student-Focused Coaching

Mutually engaged in efforts

- ✓ Facilitator
- ✓ Collaborative Problem-Solver
- ✓ Teacher/Learner



□ *Student-Focused Coaching*

Better services

*Coaching is about the **kids!***

Relationship

*Forming & maintaining
professional relationships*

Cooperative, *ideally
collaborative*



Student-Focused Coaching

Hasbrouck & Denton (2005)

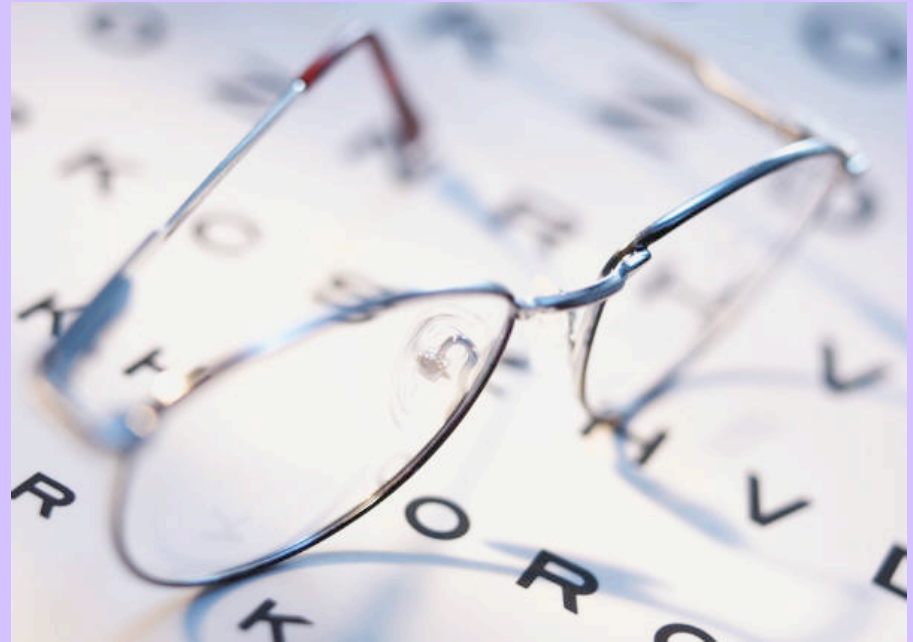
A ***cooperative***, and ideally *collaborative*, ***relationship*** with parties mutually engaged in ***efforts*** to provide ***better services*** for students.



*Characteristics of **Student-Focused** Coaching*

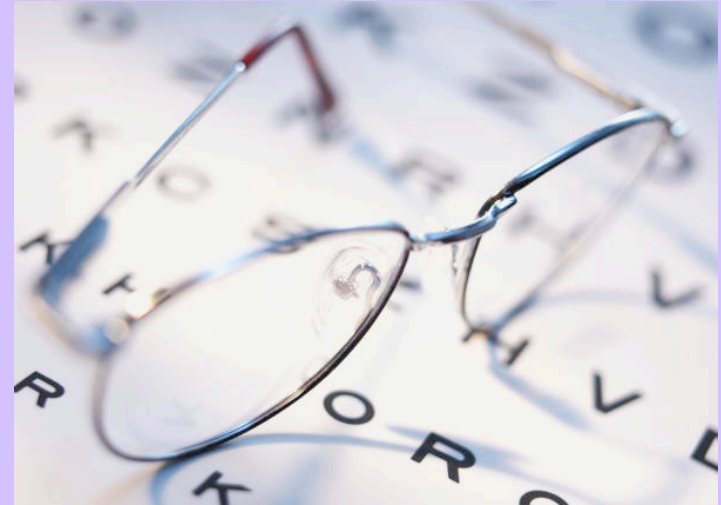
- Data-based decision making with primary attention directed to **student outcomes**
- Observations focus on *interactions between student and teacher behaviors*
- **Systematic problem-solving** focused on *improving student outcomes*

Data-Based Decision Making



- Student assessments
 - Interviews
 - Observations

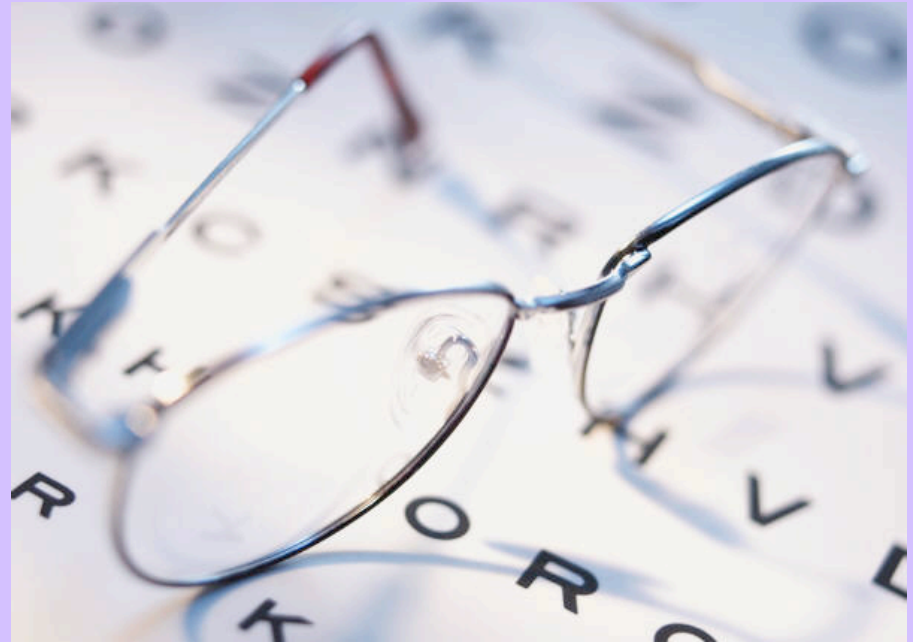
Using Assessment Data to Answer Questions



- **Screening:** Which students need intervention?
- **Planning instruction:** How can we design instruction to meet students' needs?
- **Monitoring progress:** Are our students making enough progress?
- **Evaluation:** Did we succeed?

Monitoring Progress

"What gets
monitored gets
done."

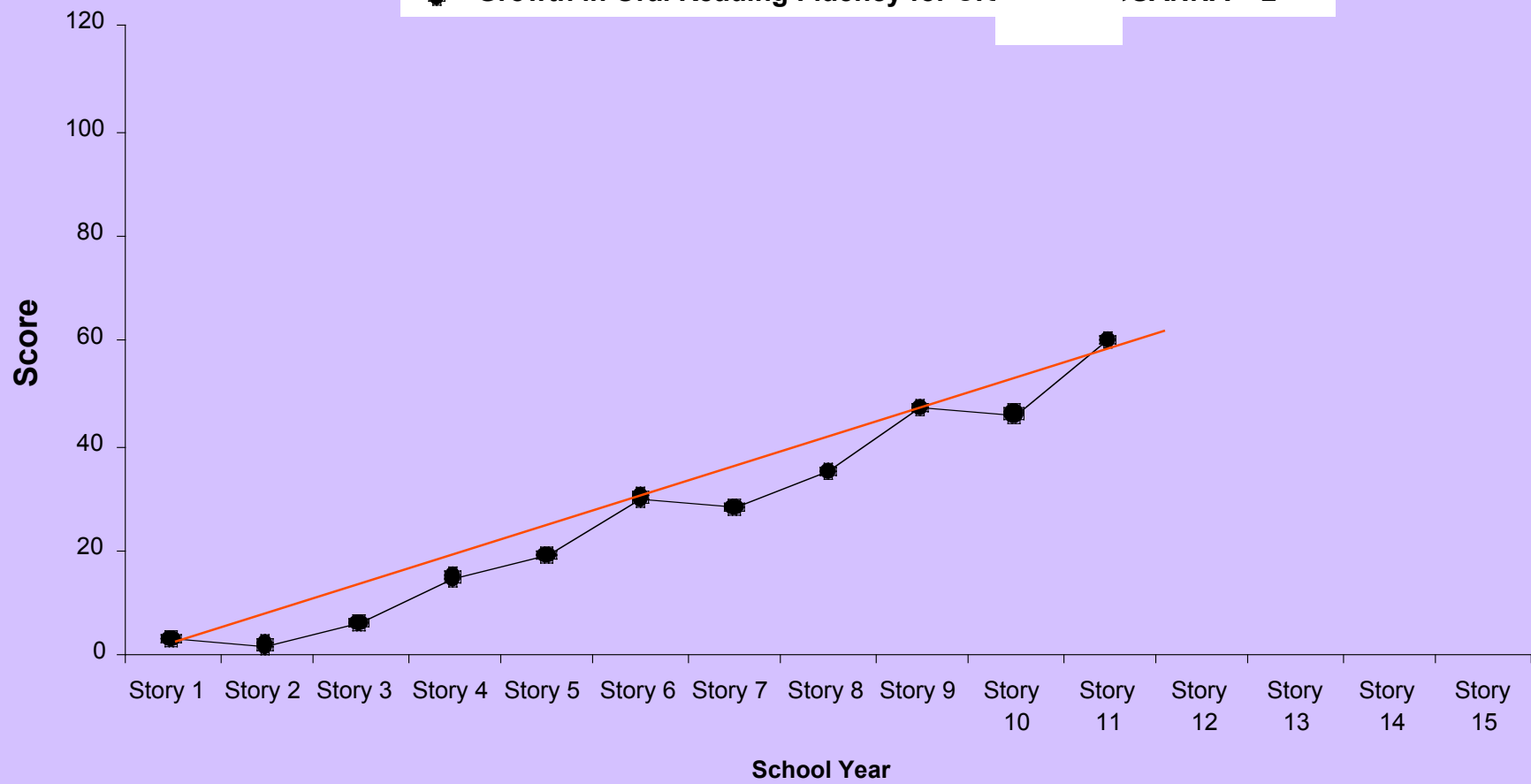


Which individual students need changes in
instruction?

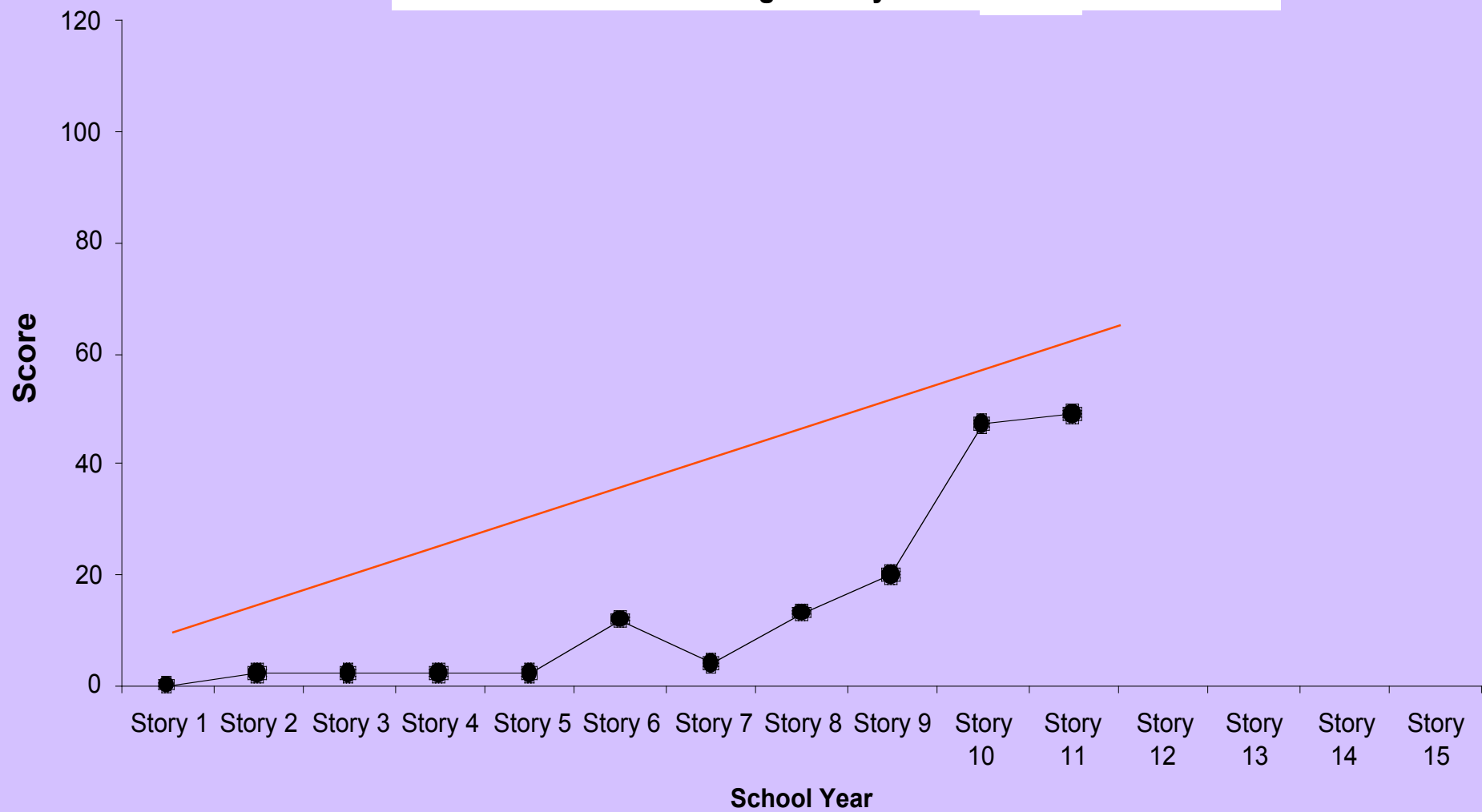
Which teachers need support?

How should the coach use her/his time?

■ Growth in Oral Reading Fluency for CIC JSANNA 2



● Growth in Oral Reading Fluency for RIC MONT 4



Observe the Student(s) Instead of the Teacher

Select observation tools and approaches that *focus on teacher-student interactions*



Reading Class Observation Form

- Focus on one or two specific elements of instruction (elements you have discussed)
- *Method 1*: Observe the teacher and record each time she/he successfully implements the element, along with associated student behaviors
- *Method 2*: Focus on an aspect of student behavior and record teacher behaviors associated with different student behaviors.

The Observation “Non-Form”

Teacher _____ Grade or Class _____ Date _____

Coach _____ Start time _____ End time _____

Observation Focus: _____

Teacher Behaviors

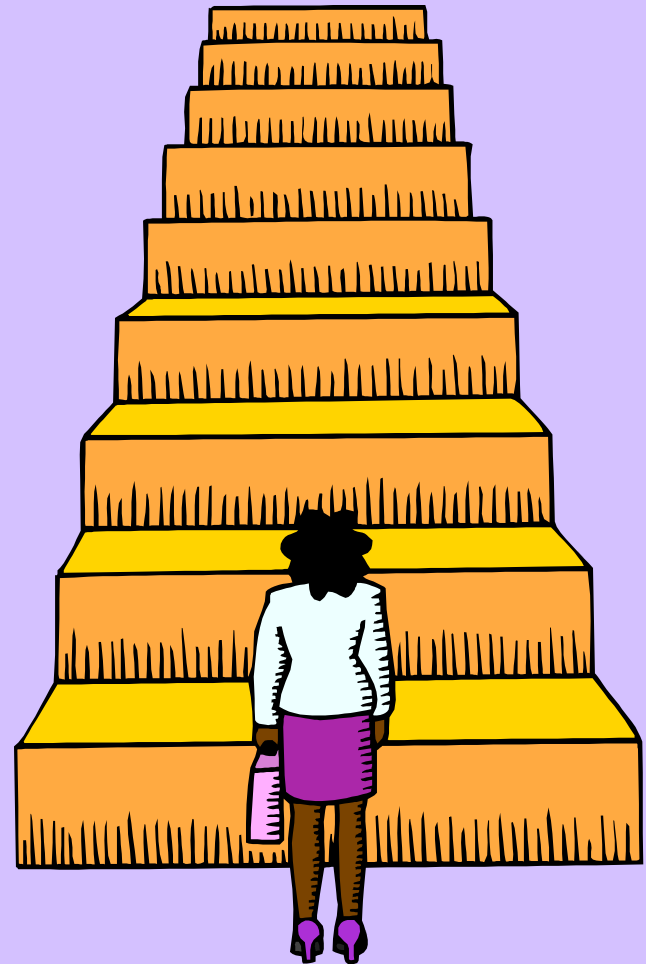
Student Behaviors

Two-Way Observations

1. Co-plan two lessons
2. You teach first while teacher observes you looking for *one or two things*
3. You observe the teacher using the same form and looking for the *same things*
4. Afterwards discuss BOTH lessons together
5. Model self-reflection—talk about what you did well in your lesson and what you could have done better; lead the teacher to do the same thing

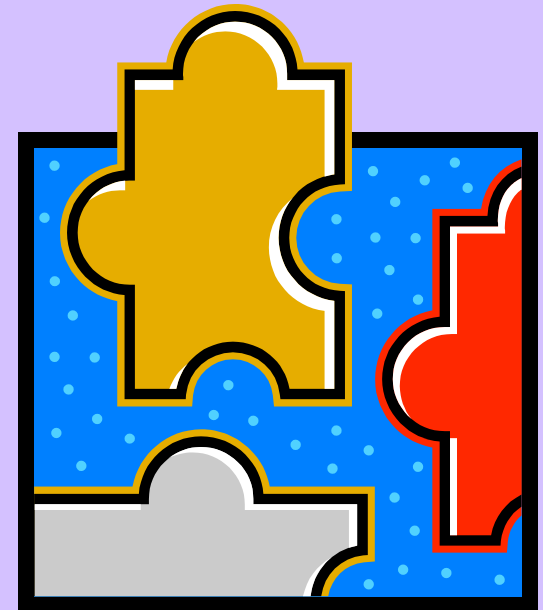
Systematic Problem-Solving

1. Identify the problem.
2. Develop a solution.
3. Implement the solution.
4. Evaluate the effectiveness of the solution.



Identify the Problem

1. Interview the teacher.
2. Form a hypothesis.
(Maybe...Maybe not...)
3. Conduct observations.
4. Administer assessments.



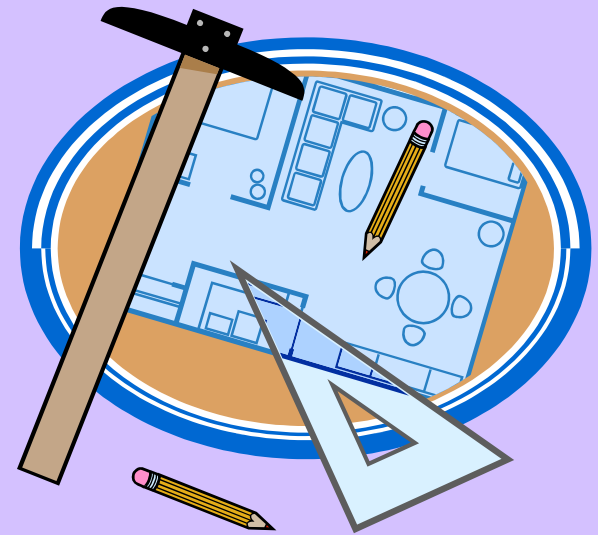
Resist offering advice or a solution
before you have the big picture!

“Jumping to a conclusion can often
result in jumping into
confusion!”



Develop a Solution

- Collaborative Plan
- Present a "menu" of options
- Teacher makes final decision
- Specify *who* will do *what* *when*



Implement the Solution

- Teacher implements the plan
- Coach provides support and resources



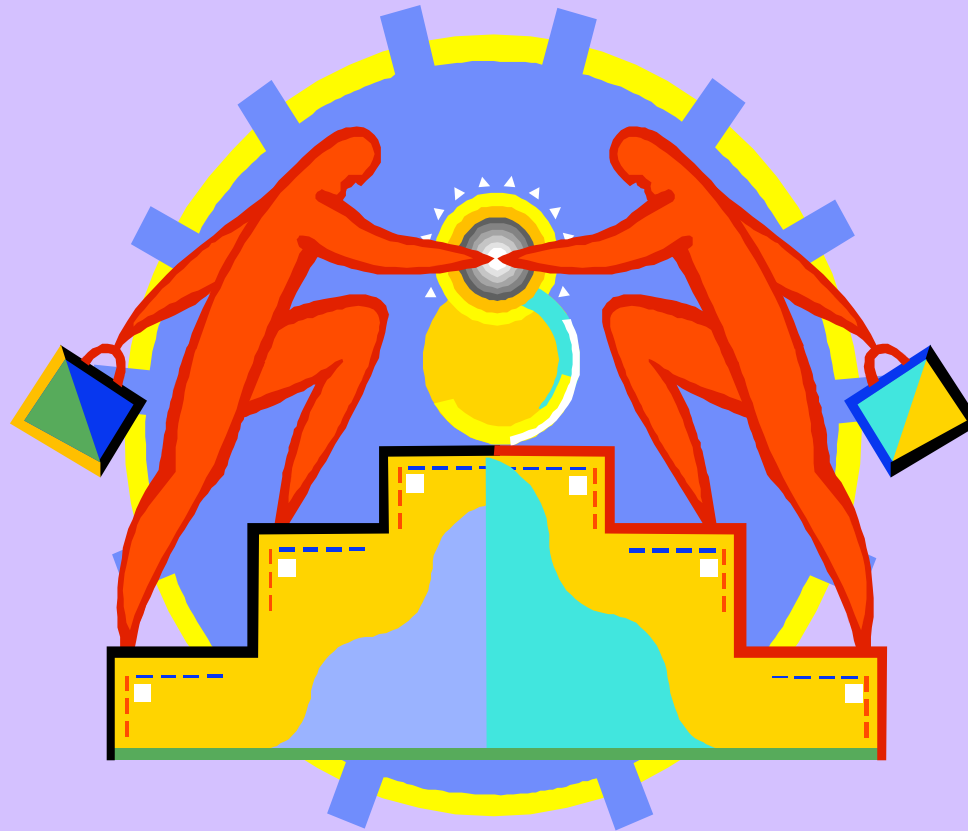
Evaluate the Effectiveness of the Solution



The bottom line:

Is the student's reading improving?

Involving everyone in ***each step of problem solving***, the more likely everyone will work toward a successful plan



Collaboration starts HERE!

Student-Focused Coaching

Hasbrouck & Denton (2005)

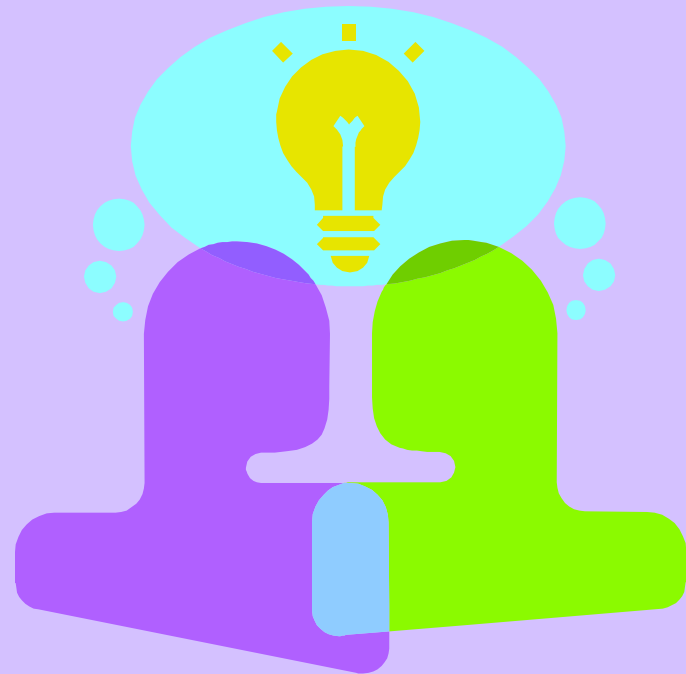
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Student-Focused Coaching

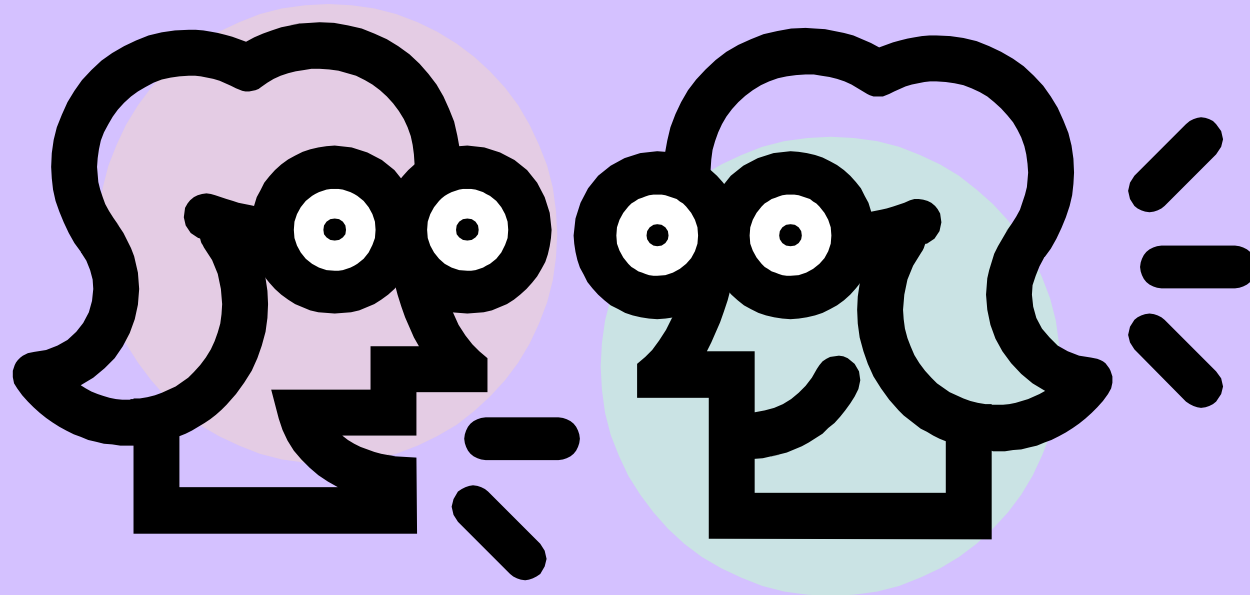
How does the
SFC model fit
with **YOUR** work
as (or with) a
reading coach?

Think...pair...share



Communication Skills

*"I know you believe you understand
what you think I said, but I am
not sure you realize that what you
heard is not what I meant."*



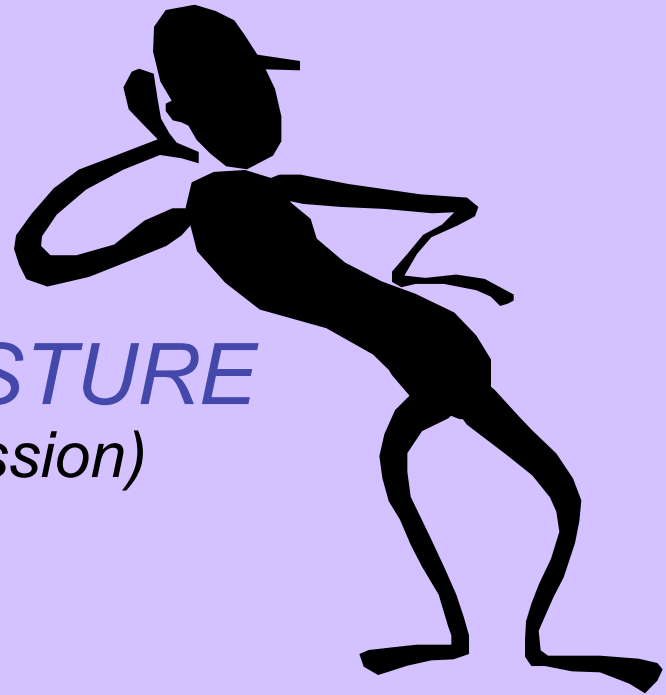
KEY RULE OF COMMUNICATION SKILLS

The more
TENSE or ***HIGH-STAKES***
the situation, the more a
SKILLFUL and ***FORMAL***
use of
communication skills
is required

Use **SOLER** position

- Sit **S**QUARELY in front of other person
(no desk between you; not twisted in seat)

- Maintain an **O**PEN POSTURE
(no crossed arms or angry expression)





SOLER

- ***LEAN***
forward slightly
- Maintain
EYE CONTACT
- Try to be as
RELAXED as
possible
(“*relaxed alertness*”)

Other key communication skills...



- Use **NON-VERBAL** listening skills “minimal encouragers” (nodding; uh-huh; etc.)
- **REFLECT** feelings; check **PERCEPTIONS**
- **PARAPHRASE** content (words/ideas): Concisely summarize key facts or ideas



- Ask focused, relevant **QUESTIONS** to clarify, check perceptions, seek elaboration
- Avoid unnecessary **JARGON** and **INTERRUPTIONS**
- **Avoid OFFERING SOLUTIONS**

COMMUNICATION SKILLS ***practice***

THREE ROLES:

- (1)** Coach
- (2)** Colleague/Parent
- (3)** Observer/Time Keeper

5 minutes to talk

3 minutes to debrief



COMMUNICATION SKILLS ***practice***

First 5 MINUTES

COACH: *"Hi. I'm ****, the reading coach. You asked to see me? I have about 5 minutes to visit with you right now. Is this a convenient time?"*

Follow with open-ended question

COLLEAGUE/PARENT:

Share a real story/concern with some emotion. Don't share too much; make the coach work! Don't "over do it!"



COMMUNICATION SKILLS

practice

First 5 MINUTES

OBSERVER/TIME KEEPER:

- (1)** Use observation form to ***take notes*** and check Coach's use of formal communication skills.
- (2)** Keep track of ***time***. Signal at 5 minutes to let coach wrap up.



COMMUNICATION SKILLS

practice

FINAL 3 MINUTES

OBSERVER LEADS A DEBRIEF:

Step 1: Ask Colleague/Parent:

“How well did you feel the Coach listened and responded to your concerns? What skill did the Coach use most effectively in communicating with you? Do you have any suggestions for the Coach?”

Step 2: Observer shares observations from the notes and offers comments about what the Coach did well.

Step 3: Coach can share his/her thoughts.

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Student-Focused Coaching: The Skills for Success!

Part 2



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Building Professional Relationships



Defining Your Role

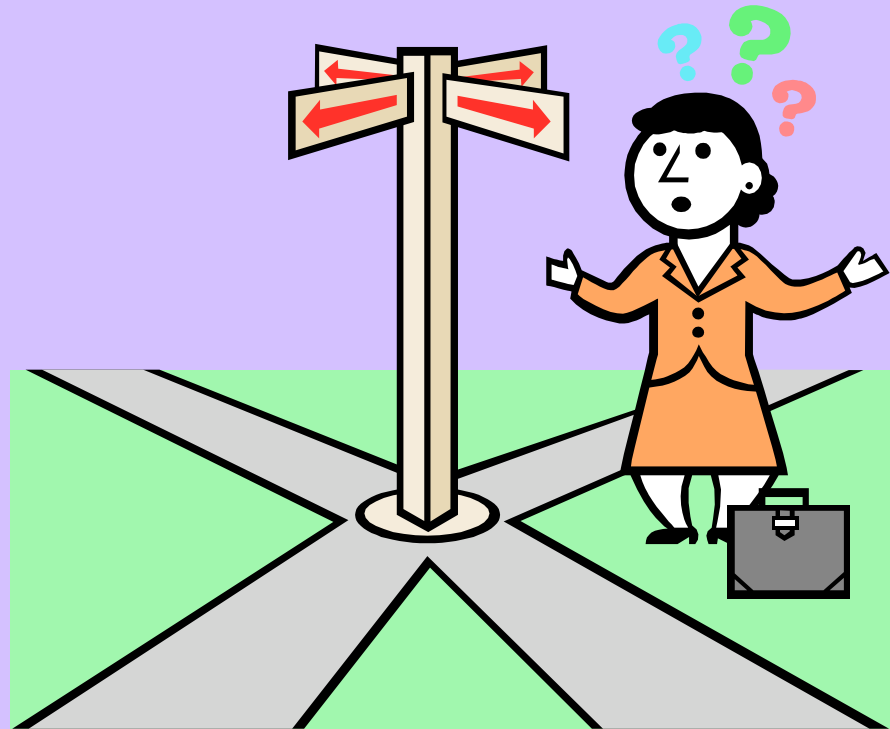


CLEARLY DEFINE ROLE:

- Rationale, roles, responsibilities,
- ***LIMITATIONS*** of coach **AND** of classroom/school colleagues

What are the expectations of the ***COACH, TEACHERS, AND ADMINISTRATORS?***

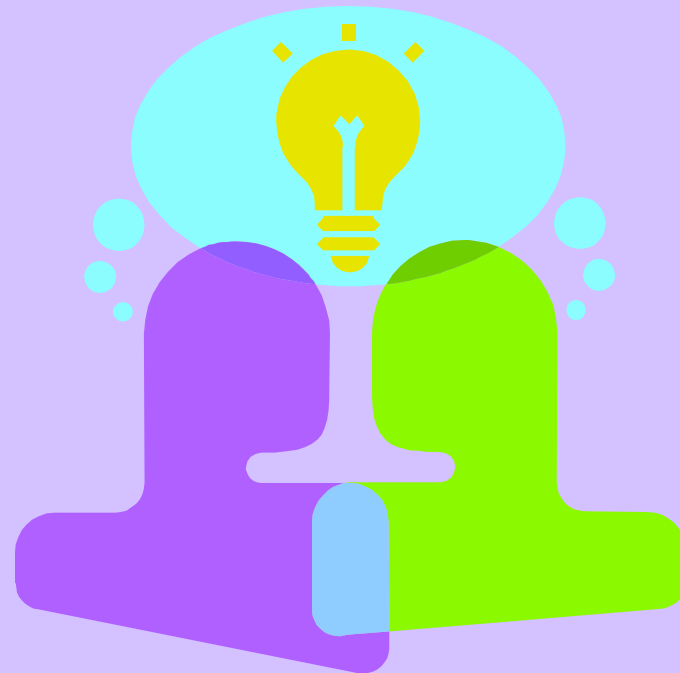
*A lack of communication
about these expectations
will lead to
misunderstandings and
conflict.*



Expectations

With your group,
identify at least two
expectations for the
reading coach that
may be held by

- The teachers
- Administrators
- The coach
- Reading First

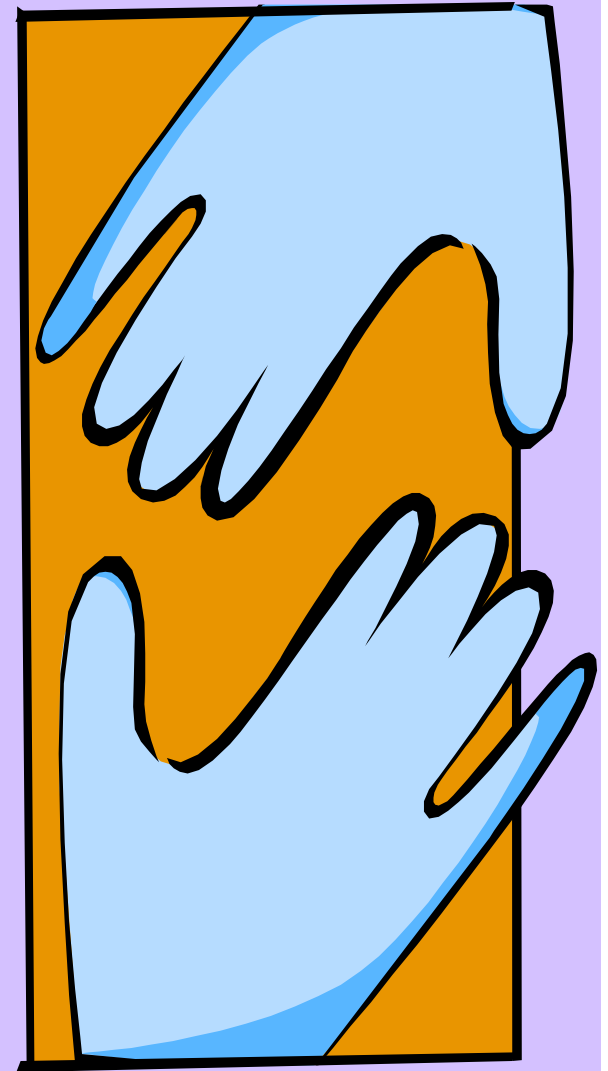


Working with Administrators

Conversations between coach
& principal:

- ***Rationale*** for coaching?
- ***Understanding*** of coaching?
- ***Previous experiences*** supervising a reading coach? Positive or negative?
- ***KEY:*** What tasks to do? How to ***spend your time*** as a reading coach?

continuing...





*“How can a building
BUILD TRUST
around the position of
a new reading coach?*

*Our staff is
SUSPICIOUS or
SCARED the person
will be a **SPY** for the
principal.”*

Comment from teacher
Summer 2004 conference

Working with Administrators

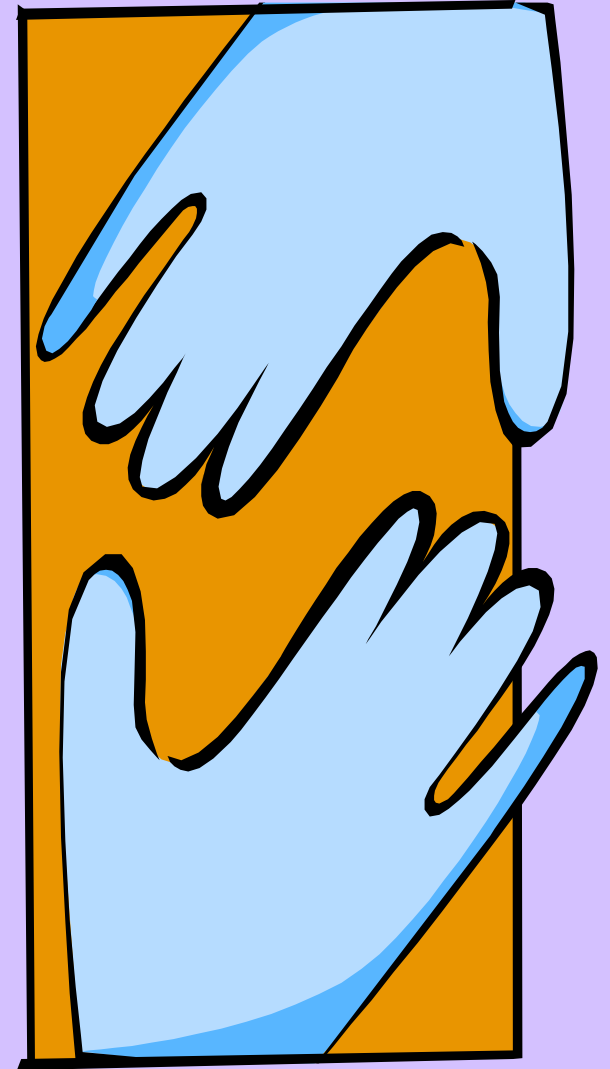
Coaching is **NOT** supervision!

Differences:

✓ **PURPOSE** *Evaluation vs.
helping teachers help students*

✓ **COOPERATION**
Power & authority

Issues of confidentiality...

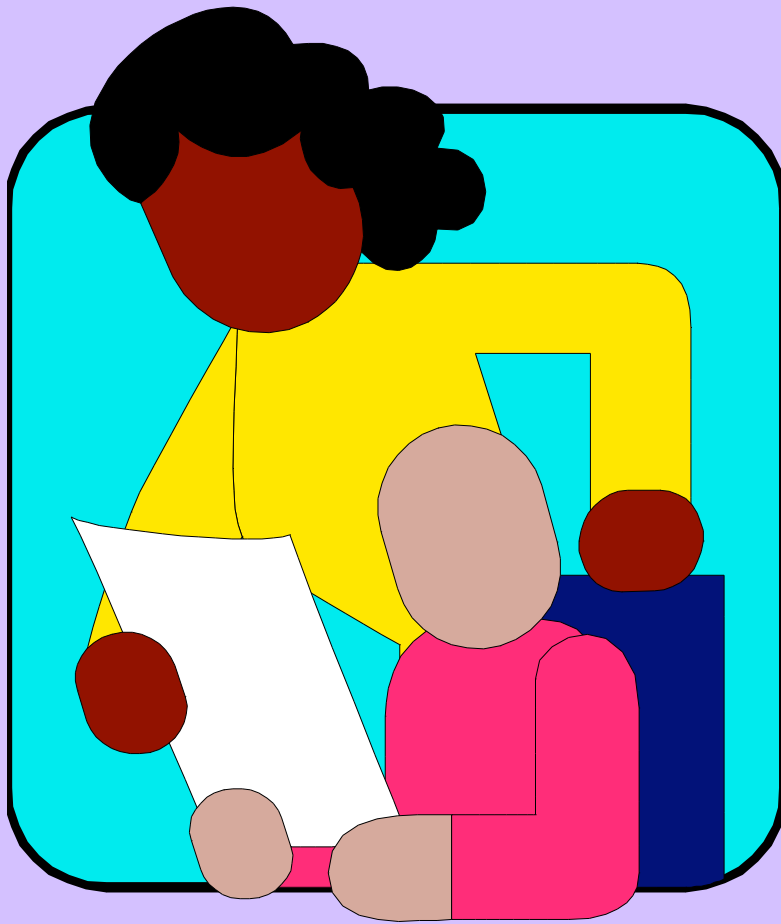


Building Trust

- Teachers are most likely to work with **professionals** who they **trust**
- **Confidentiality** is essential



Four Types of Colleagues

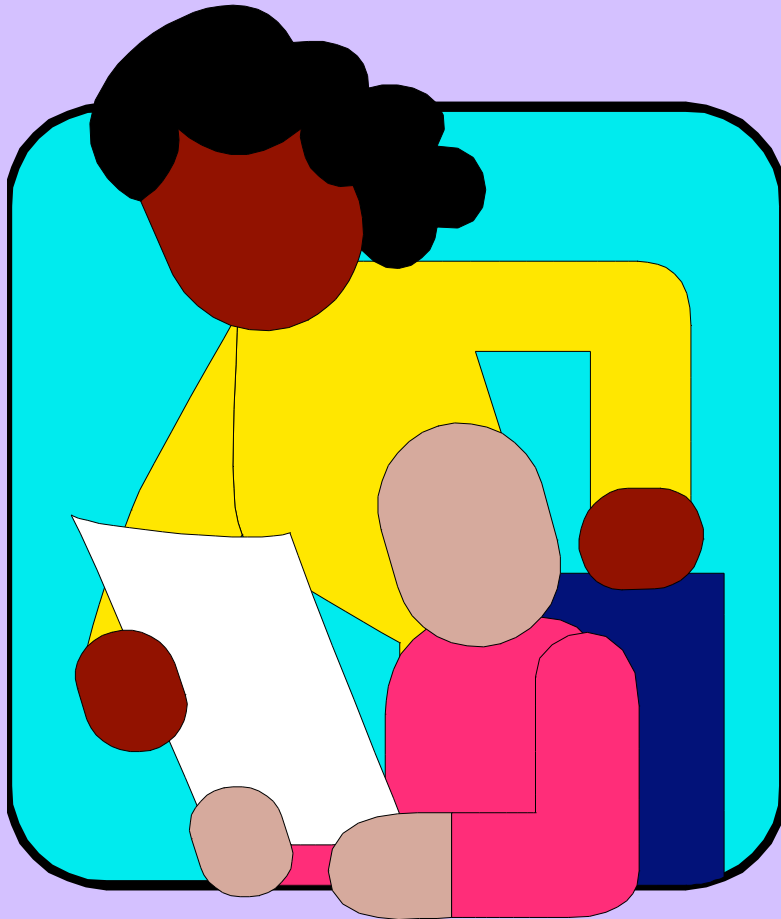


(1) **EAGER** for help & **OPEN** to trying new ideas

(2) **EAGER** for help but **RESISTANT** to trying new strategies

(3) **NOT SEEKING** immediate assistance but **NOT RESISTANT**

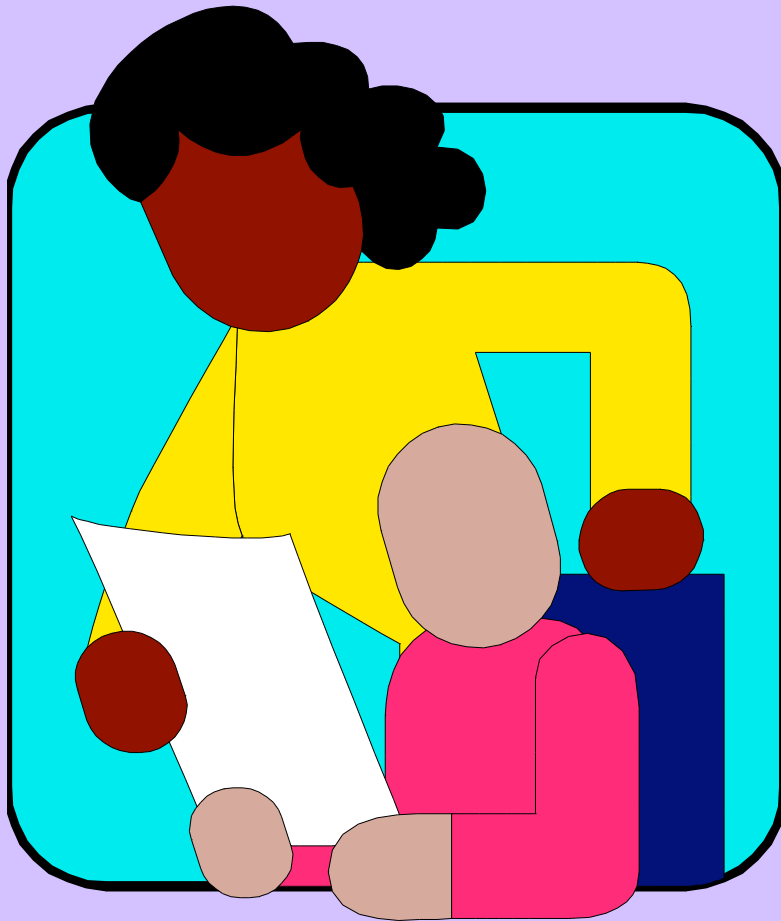
(4) **NOT SEEKING** assistance & **RESISTANT**



EAGER for help & ***OPEN***
to trying new ideas

- **Facilitator:** *Encourage, network*
- **Collaborative Problem-Solver:** *Build skill & professional repertoire of skills, strategies, resources*
- **Teacher/Leader:** *Watch for appropriate professional development opportunities*

Share success stories to build caseload!



EAGER for help but
RESISTANT to trying
new strategies

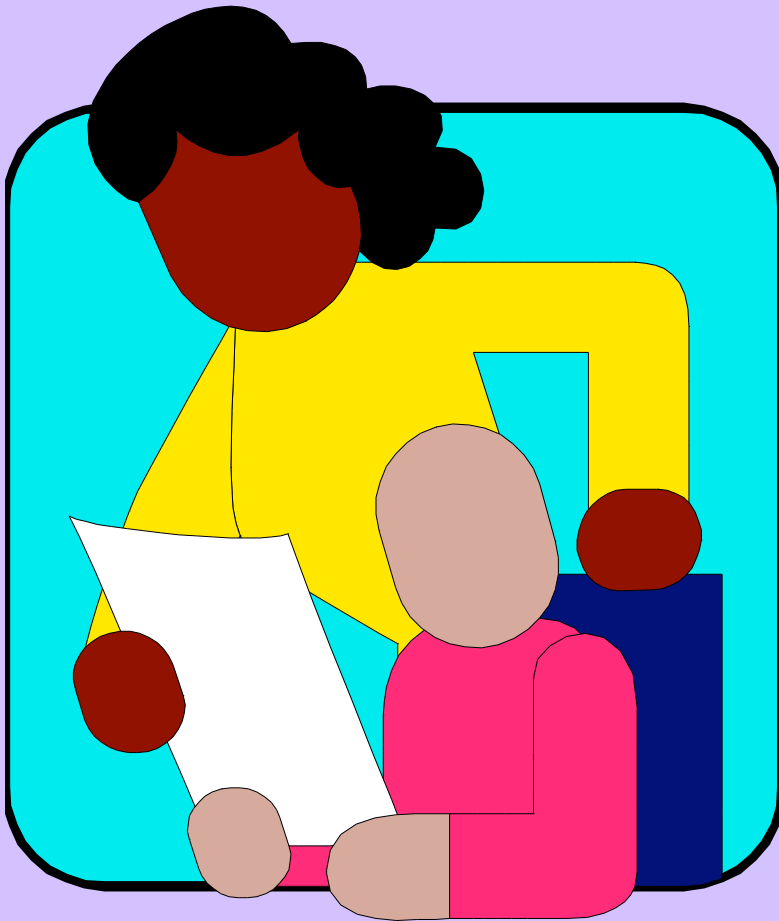
Watch your time...

But keep the door open!

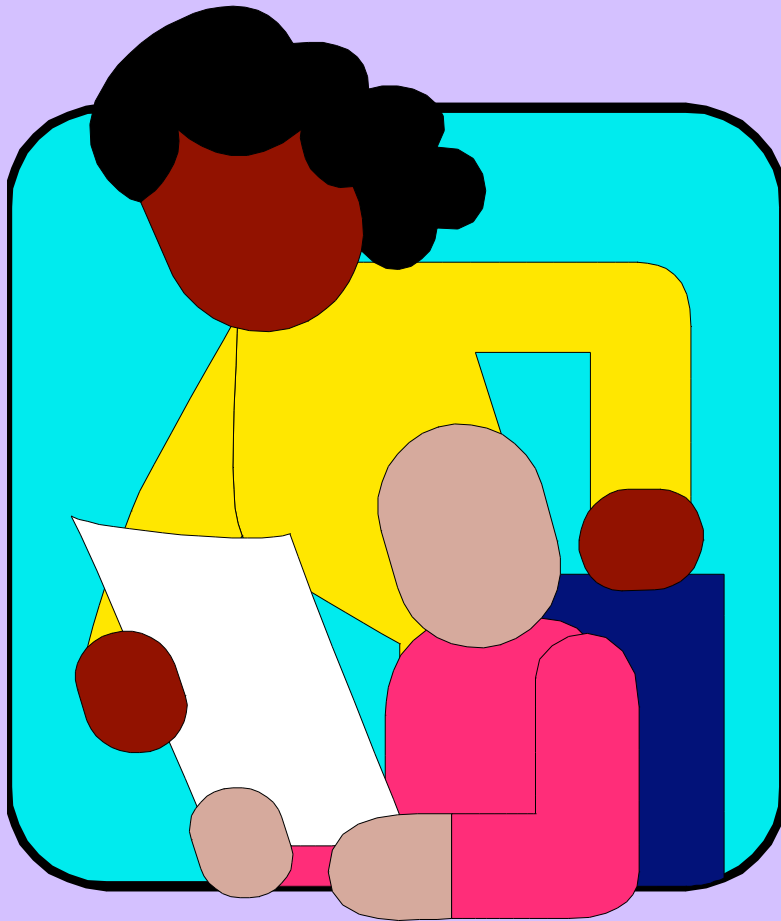
At least once per month use
Facilitator questions:

- What is working well for you?
- Do you have a concern about the progress of any of your students?
- Do you have any questions or suggestions for me?

NOT SEEKING immediate assistance but ***NOT RESISTANT***



- Keep advertising; share success stories publicly
- Use *Facilitator* questions once per month to keep the door open



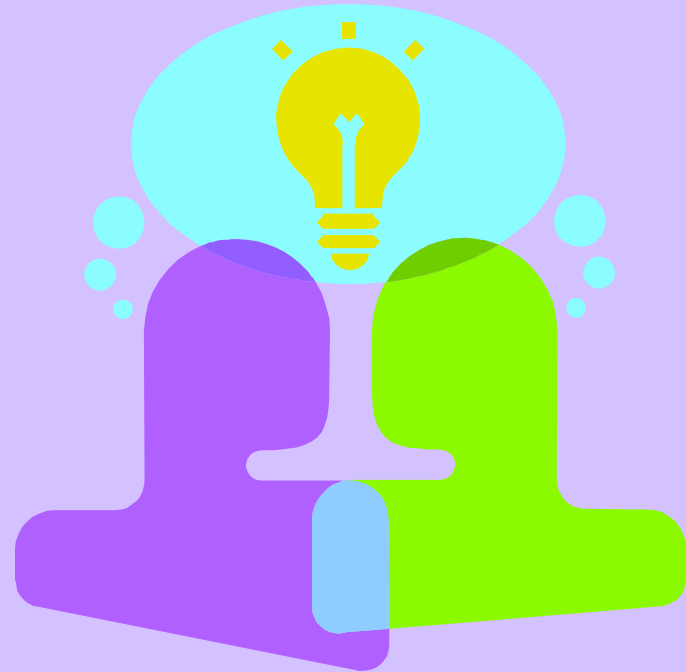
NOT SEEKING immediate assistance & ***RESISTANT***

COOPERATION a minimum requirement...

- Sharing student data:
Public & nonjudgmental
- Keep advertising; share success stories publicly
- Use *Facilitator* questions once per month

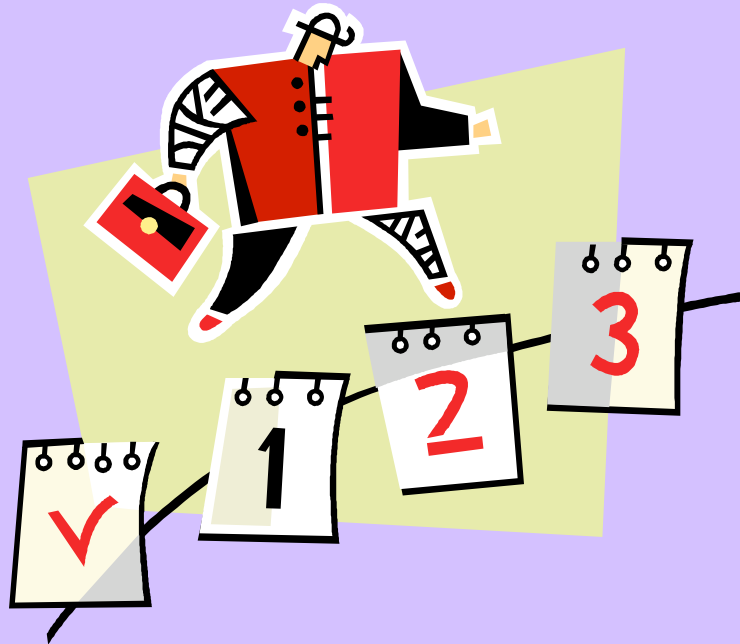
Why are some teachers resistant to change?

- With your partner, brainstorm 3 reasons why teachers may be resistant to working with the reading coach
- Try to see it from the teacher's point of view



Characteristics of Adult Change and Growth

Change typically happens in stages and takes time.



Needs of Adult Learners

- “Safety”
- Respect
- Acceptance, a feeling of belonging
- Make a contribution
- Self-actualization (be all that you can be)

Avoid the “Expert Aura”

Knowledge

Answers

**Great
Ideas**



- *Avoid* "You should..." or "You need to ..."
- Convey **mutual respect**
- Treat teachers as you would want to be treated: *like a valued professional!*



Positive Feedback about Student Success

A summary of over 200 studies of coaching and staff development concluded that teachers' initial attitude toward a program is not as important as

their perception of its effects on their students.

Give teachers the credit!

*Keep the focus on the students'
instructional needs*



The “Hard-to-Teach” Teacher

- What techniques do we know for engaging the “hard-to-teach” student?
 - Assessment and progress monitoring
 - Differentiated instruction (meeting them where they are)
 - Using strengths to address weaknesses
 - Positive reinforcement

The “Personal Touch”

- Communication skills (Listening)
- Respect
- Consider peer coaching (pair a stronger and weaker teacher)
- Reduce the “expert aura”
- Be one of the team
- Ultimately, this is an individual problem that requires an individualized plan

Working with Difficult People

- *You cannot change someone else.*
- The only things you can change are **your own behaviors and the way you respond.**
- It is not about winning or losing.
- Wishing that a difficult person were different **is a waste of time.**
- But—you can learn a lot from them!

Concrete Ideas for Working with Resistant Teachers

- With your group, share any ideas you have successfully used to reach resistant teachers
- Brainstorm *at least* 3 ideas that could be useful
- Write them on a poster



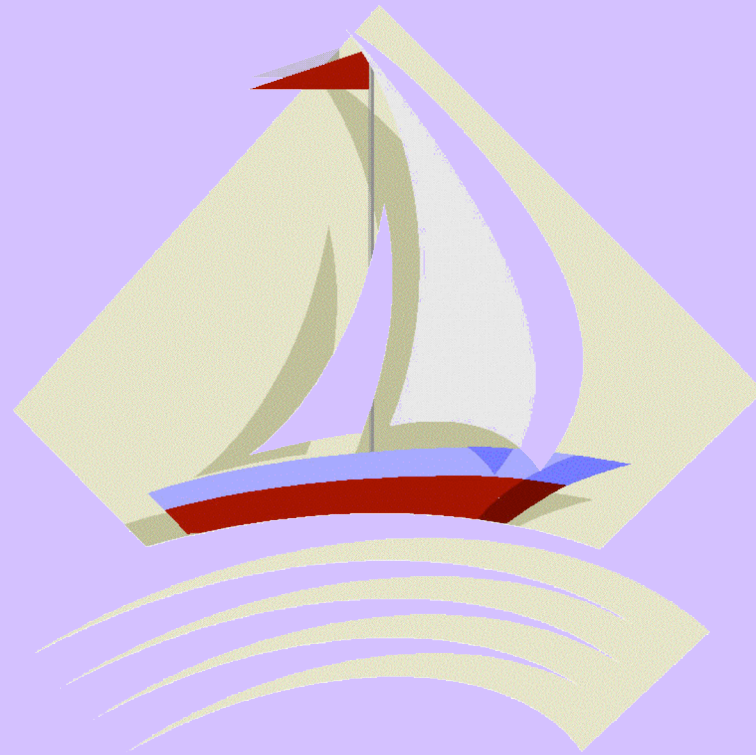
Purposeful Coaching:

The Vision

1. What do we want our school to be like?
2. What are our goals relating to reading instruction?
3. How well are we currently meeting our goals?



The SAILS Model for System-Level Change



“If you don’t know where you are going, there’s a pretty good chance you won’t end up there!”

Characteristics of Successful Schools in Challenging Situations



- Campus climate with a sense of urgency and a commitment to learning
- Strong instructional leadership and accountability
- Goal-setting and planning
- Regular assessment and monitoring of student progress
- Targeted instruction and intervention (A “whatever it takes” attitude)
- A “no excuses” approach with high expectations for every student

Denton, C.A., Foorman, B.R., & Mathes, P.M. (2003). Schools that “beat the odds”: Implications for reading instruction. *Remedial and Special Education, 24*, 258-261.

Set your
SAILS
for reading success!

S *T*ANDARDS
A *S*SESSMENTS
I *N*STRUCTION & *I*NTervention
L *E*ADERSHIP
S *U*STAINED, *S*CHOOL-WIDE COMMITMENT



Set your
SAILS
for reading success!



STANDARDS

Apply grade level ***expectations*** for what students should know and be able to do at key benchmarks; set ***high performance goals*** for **ALL** students.

Set your
SAILS
for reading success!



ASSESSMENTS

Screen, diagnose, continuously evaluate, & measure the outcomes of students' reading skills and performance; **use** the results to make all key instructional decisions.

Pinedale School: Assessment and Goal-Setting

- Principal's goal is to have 100% of students reading on grade level; teachers are "very accountable" for the progress of their students.
- At the beginning of each year, the teachers evaluate *each child* and set *individual goals* based on the results.
- Reading progress of each child is monitored through brief weekly assessments; school celebrates successes by spotlighting high assessment results.
- **Principal meets with teams of teachers weekly** to look at the results and discuss changes that need to be made if a child is not on track to meet his/her reading goals.

Set your
SAILS
for reading success!

/INSTRUCTION & /INTERVENTIONS

Deliver reading *lessons* and *interventions* designed to meet the identified needs of **ALL** students, at all ability and skill levels; use validated, effective *instructional materials & strategies*.



Cortez Elementary: Intervention

- Principal describes a feeling of “urgency” with “relentless” intervention
- Classroom teachers: 90 minutes of core reading instruction each day plus extra reading instruction to small groups of children who need support.
- If children need more: extra 45-minute intervention from a reading intervention teacher each day,
- If they need more: extended-day services, with tutoring before or after school (in addition to the above).
- Some severely at-risk students go to classes taught by the dyslexia specialist.
- The most at-risk students, and students with reading difficulties who move into the school get “intensive care”, a special short-term intervention during recess. Principal is actively involved in this.

Cortez Elementary: Intervention

“If (there is) a very at-risk child, ...we adjust the schedule of the child. If he needs extra help, that next day he will have a reading specialist work with him. If that’s not enough, then we have tutorials, and another teacher will work with him. We’ve built all of these safety nets to protect children who are at-risk. A child who is very at-risk will have a schedule that is very different from other students.”

Set your
SAILS
for reading success!



LEADERSHIP

Provide *vision, guidance & support* to ensure that
(a) effective reading instruction and interventions
designed to meet standards are implemented for **ALL**
students, and (b) instructional decisions are based on
continuous assessment data; provide focused &
sustained *professional development*.

Instructional Leadership: Cortez Elem.

- Intervention at Cortez is not just for the students.
- When a teacher is found to need assistance, the principal provides mentoring and coaching, or she may send the teacher to training in an area of need.
- At the same time, the principal supports the teachers and provides what they need to succeed. She has removed many of the duties they formerly had, freeing their time for planning for their at-risk students.

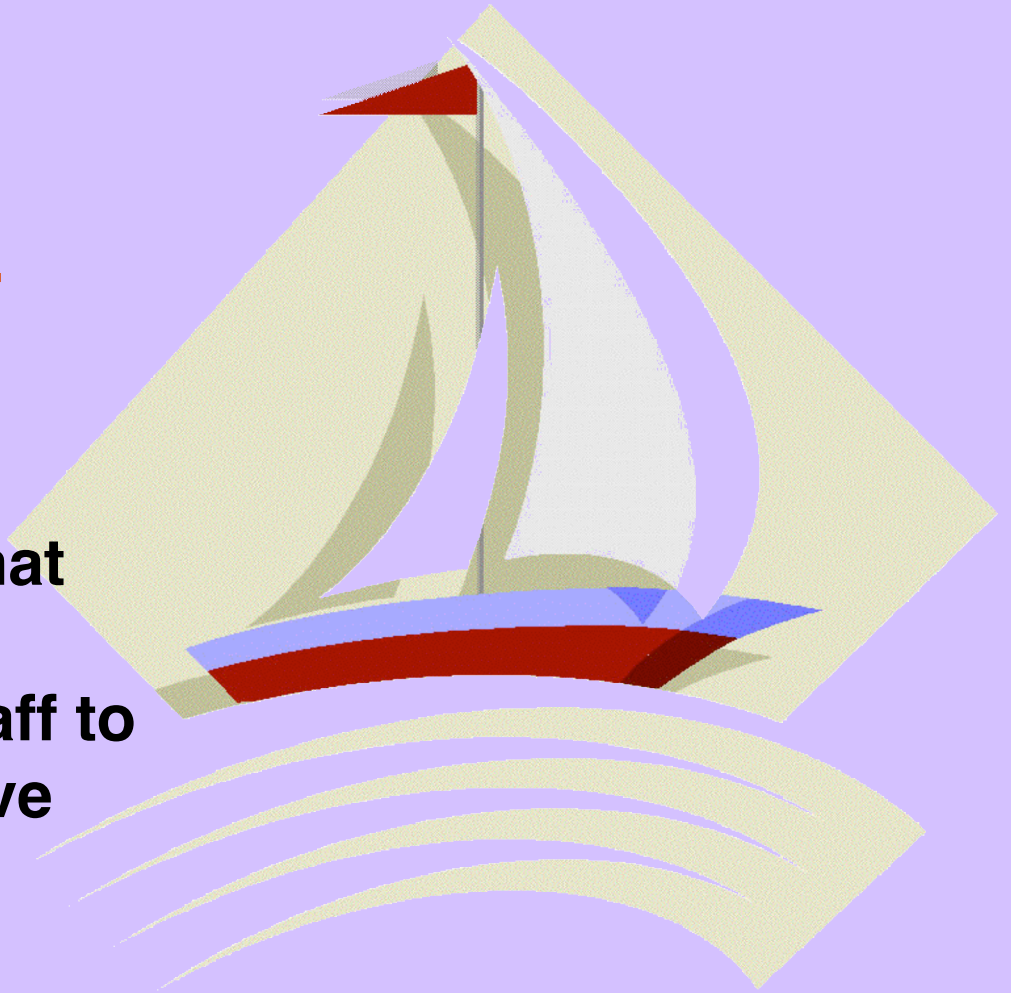
Instructional Leadership: Townsend

“To me success is teachers who feel professional and instructionally empowered, children who feel that wherever they are, they can move up, and parents that feel this is a program that honors the child as a learner.”

SUSTAINED, SCHOOL-WIDE COMMITMENT

Adopt a school-wide
“no excuses” model that
partners administrators,
teachers, parents and staff to
help ALL students achieve
success in reading;

Encourage and support
collaboration across
classrooms, special programs,
and home.



“No Excuses” Attitude: Cortez Elem.

Principal:

“We (should be) able to see that we are teaching what the child needs to learn, and if not--why? And so we always are looking at ourselves. Is it our curriculum; is it the strategies the teacher might not have?”

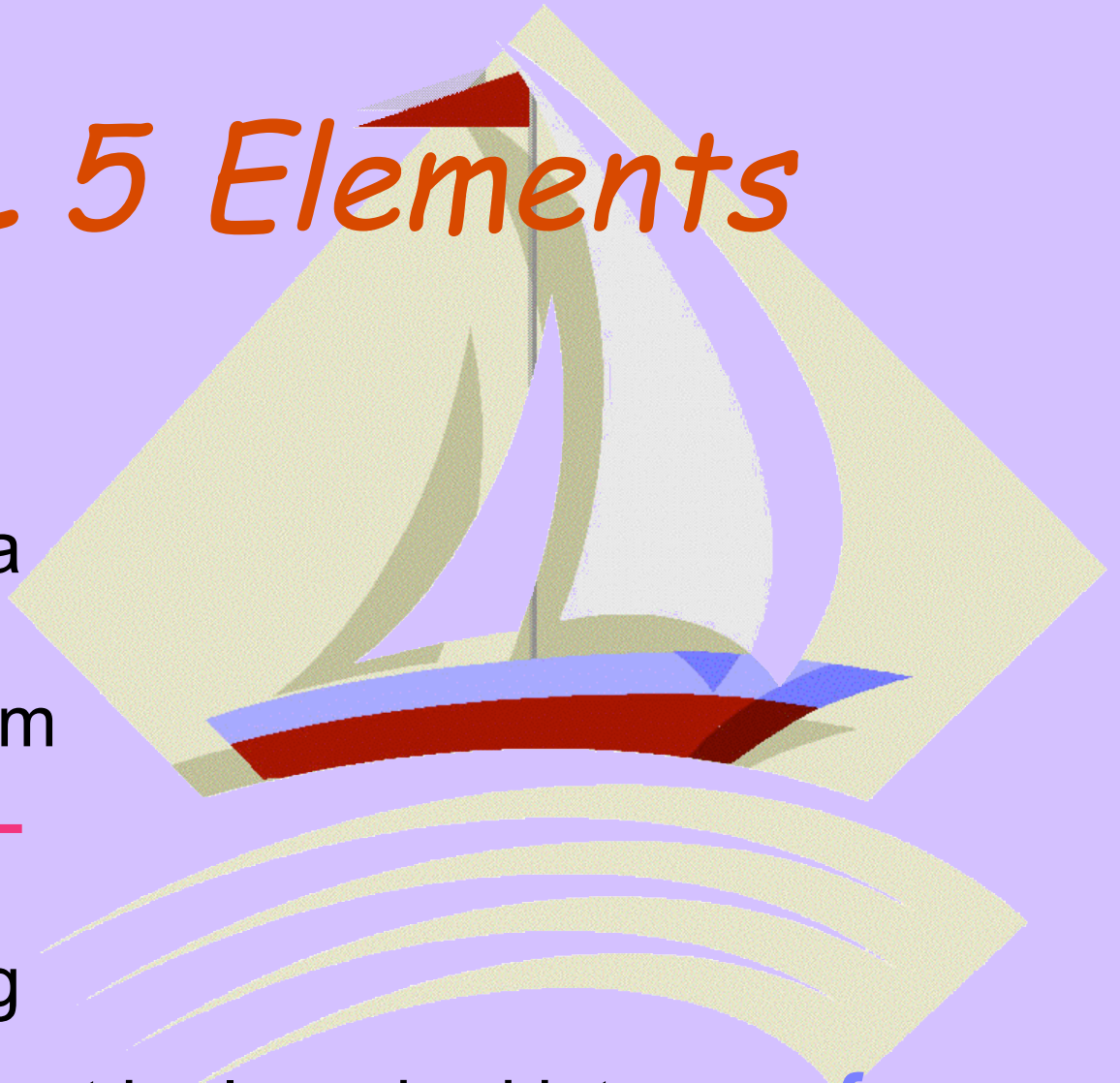
Teacher at Cortez Elem.: “As professional educators we are responsible for teaching children to read. If they have an awful home life, we still have to teach them to read. We can’t have excuses, even if parents are in jail or homeless.”

ALL 5 Elements

of **S-A-I-L-S**

must be
incorporated into a
school's
instructional system
to ensure that **ALL**
students achieve
success in reading

SAILS must be launched into a *safe*
and *positive* school environment



SAILS Needs Assessment

- ✓ Where is ***YOUR SCHOOL*** in ***SAILS***?

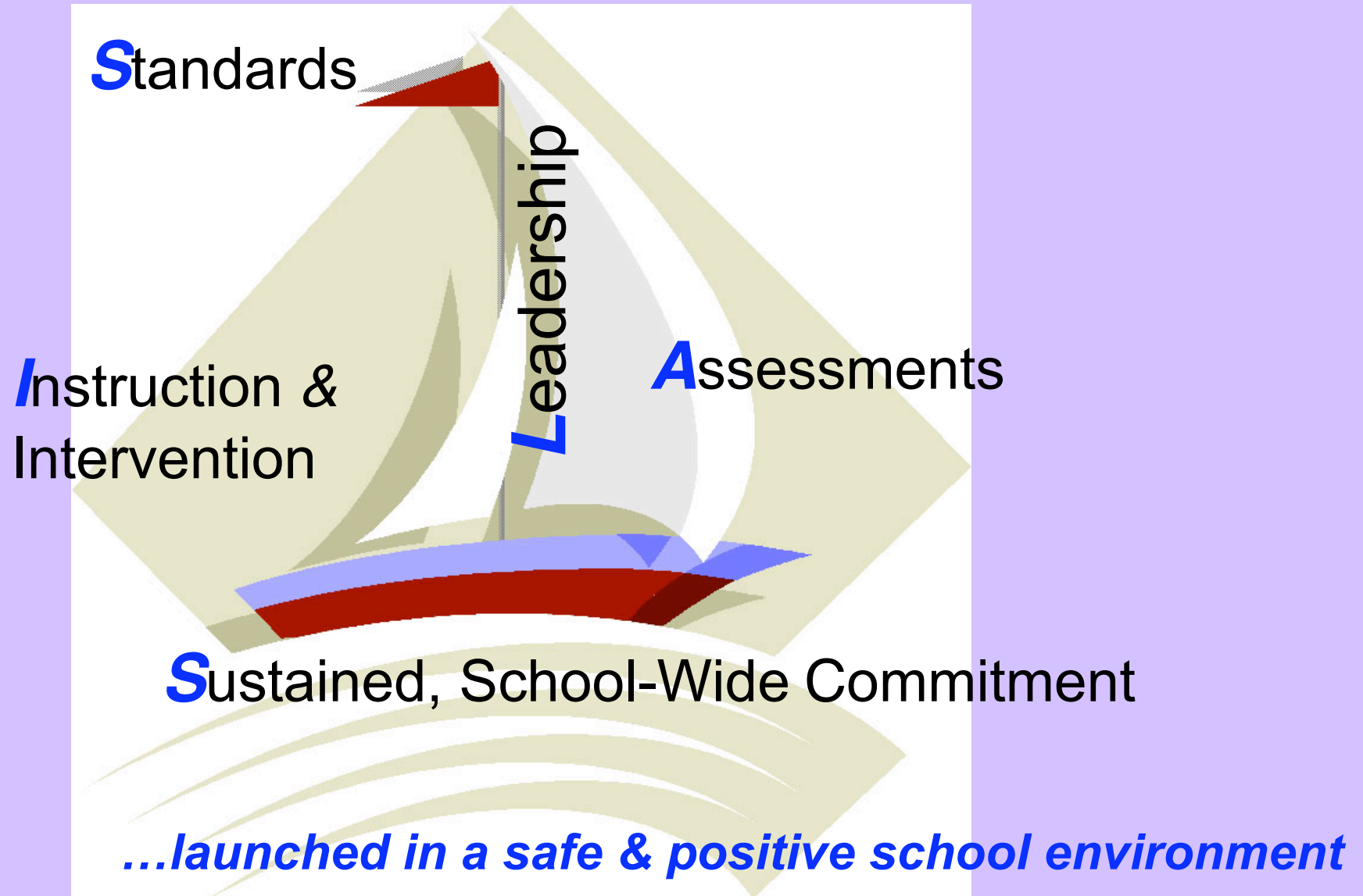


Think...pair...share

What **STEPS** could be taken to bring this idea to your colleagues?



*Put some wind in your **SAILS!***



Deciding How to Use Your Time: Purposeful Coaching



AXIOM FOR SCHOOLS

R. Kroth, 1995

There is never enough

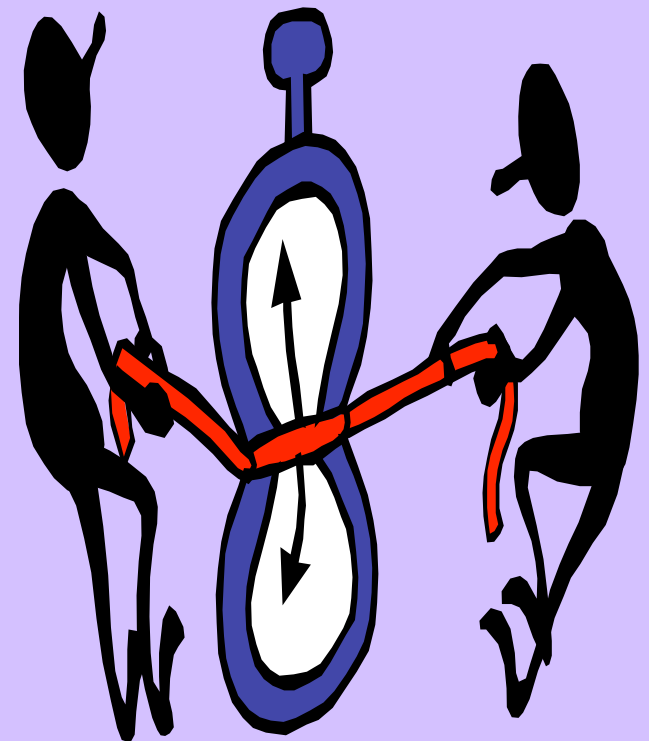
TIME;

There is never enough

MONEY;

There is never enough

TRAINED PERSONNEL



A Cohesive Plan for Coaches

1. Establish clear goals: What do we want our school to be like?
2. Determine the needs of students and teachers (student assessments, teacher needs assessments, interviews, observations)
3. Prioritize the needs
4. Write objectives: *Instruction, Problem-Solving, Using Data...*

A Cohesive Plan for Coaches

5. Design and deliver professional development in large groups, small groups, and individually
6. Model effective planning, instruction, problem-solving, collaboration, etc.; Observe teachers as they practice new strategies and support them as they tackle challenges (guided and independent practice)
7. Engage in collaborative problem-solving to move toward goals
8. Evaluate the effectiveness of the program and "reteach" as necessary

Strategic Coaching Planning Guide

Hasbrouck & Denton, p. 159

1. Assess the Needs of the School
 - Survey and Summarize Teacher Priorities
 - Summarize Observation Results
 - Summarize Needs Reflected in Assessments
2. Prioritize the Needs
3. Write Objectives
4. Plan Activities to Address Objectives

“Think Big, but Start Small”

- Don't try to change too much too soon.
- Successful programs have long-term goals based on **gradual change over time**
- Introduce new practices so that they will not require large changes or a lot of added work



“The Reality Principle”

- Teachers are most likely to adopt new practices when they are **practical, manageable, and not overly demanding of time** (for planning or instruction)
- Teachers who have the *time, resources, and support* needed to develop real competence are more likely to implement and sustain new practices

Coaching Objectives

- Kindergarten and First Grade teachers will implement 10 minutes of game-like phonological/phonemic awareness practice each day.
- Second and Third Grade teachers will provide 20 minutes each day for repeated oral reading in pairs.

Small investment of time and energy.

Likely to have effects that show up in progress monitoring.

But
there's
so
much to
do...



To efficiently use time:

(1) Have **CLEAR** professional
& personal **GOALS**



(2) **PRIORITIZE** objectives to address
these goals



Where am I now in managing my professional time?

Setting Goals

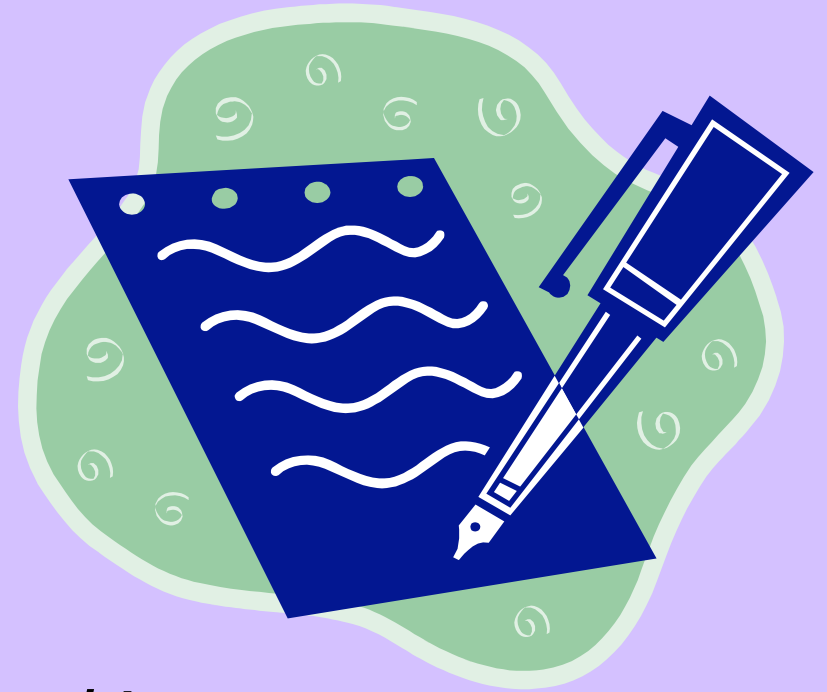
How do I **want** to distribute my time across professional activities?

What must I **change** in my daily/ weekly routine to achieve this?

What are my daily/weekly **priorities**?



Time Management Tool



3T-SR

*Teacher Time Tracking
in Special Programs for
Reading Teachers & Specialists*

An instrument for monitoring a reading teacher or specialist's time in professional activities

Hasbrouck & Denton (2005) Appendix p. 117

3T-SR

Teacher Time Tracking in Special Programs for Reading Teachers & Specialists Daily Time-Tracking Form

<i>TIME</i>	<i>CODE (S)</i>	<i>DESCRIBE</i>		<i>TIME</i>	<i>CODE (S)</i>	<i>DESCRIBE</i>
7:00				12:15	brk	lunch
7:15				12:30	coach	Smith demo lesson
7:30	tran	start day		12:45		↓
7:45	admin	email		1:00		↓
8:00	tch-s	William		1:15		Larson collaborative plan
8:15	↓	↓		1:30	↓	
8:30	↓	↓		1:45	↓	
<i>etc.</i>				<i>etc.</i>		

3T-SR

Summary Form

Tch-Reg														
Tch-S														
Data														
Obs														
Coach														
Pro-Dev														

From Hasbrouck & Denton (2005) *The Reading Coach: A How-To Manual for Success*.

Negotiating Time & Tasks

- Make an ***appointment*** with supervisor
- Bring ***summary data*** from your time analysis
- Hold a civil, professional, data-supported conversation:

“Thank you for making time to meet with me. I know how busy you are...”



Think-Pair-Share

Where am I now in managing my professional time?



IDENTIFY: At least **one non-essential task** (unnecessary meeting, time spent on activities not related to goals, etc.) **AND a concrete step you can take** to improve your own use of time.

We must help **ALL**
students to be
FULL PARTICIPANTS
in learning & growing—



We must teach **ALL** of our students to read!

RESOURCES

Hasbrouck, J. & Denton, C. (March, 2005). *The Reading Coach: A How-to Manual for Success*. Longmont, CO: Sopris West. www.sopriswest.com (search by author)

Sugai, G. M. & Tindal, G. A. (1993). *Effective School Consultation: An Interactive Approach*. Pacific Grove, CA: Brooks/Cole.

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