

Purposeful Coaching: A Systematic Approach to Reading Improvement



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Goals of Coaching

- (1) Improve students' *reading skills & competence*
- (2) *Solve* problems
- (3) *Learn* from each other
- (4) *Prevent* future problems by building teachers' capacity to solve their own problems and their awareness of the connections between their decisions and student outcomes



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*

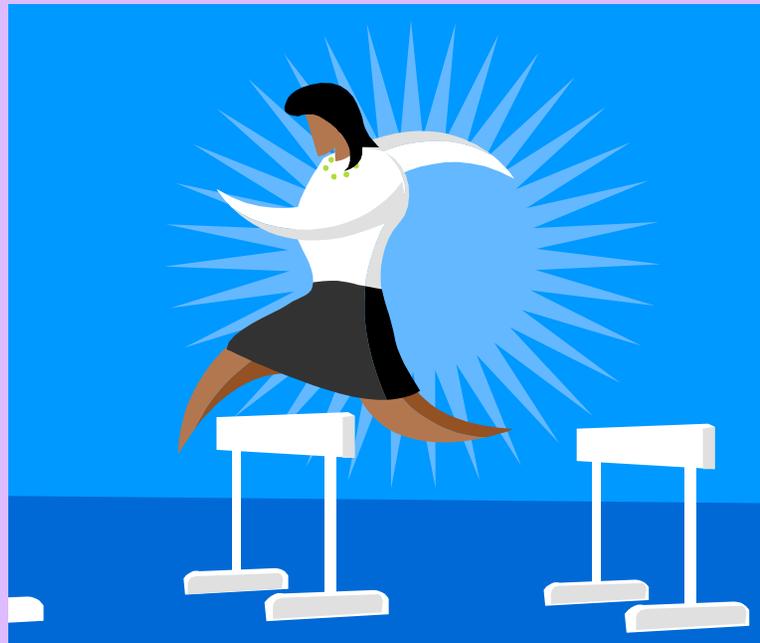
The Roles of the Coach

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



Facilitator

Facilitate: To make something easier; to assist in overcoming barriers



Facilitate What?

- ✓ **Student Progress**
- ✓ **Teacher Capacity-Building**
- ✓ **Sustained School-Wide
Commitment**

Getting Everyone on the Same Page: Building School-Wide Collaboration



Characteristics of Successful Schools

- A **team** of professional educators
- *All are responsible for the progress of all kids*



Characteristics of Successful Schools

- Strong instructional leadership
- Clear goals for school-wide literacy
- Everyone knows the goals
- *Organized effort*



Characteristics of Successful Schools

- Regular meetings of teachers and administrators or other leaders to examine assessments of student progress
- Problem-solving when students do not make progress
- Celebration when they do



Characteristics of Successful Schools

- No-excuses attitude
- High expectations for *all* students



The Discrimination of Low Expectations

- Expecting less of students from some neighborhoods, ethnic or linguistic groups, or with disabilities
- “We don’t care what category they’re in [or what label they have]. *We don’t excuse them from succeeding.*” (Wallace et al., 2002, p. 363)



Building a Collaborative Culture

- Trust and comfort with peers
- Shared set of expectations for all students
- **Individual teachers** take responsibility for **each student** in the school



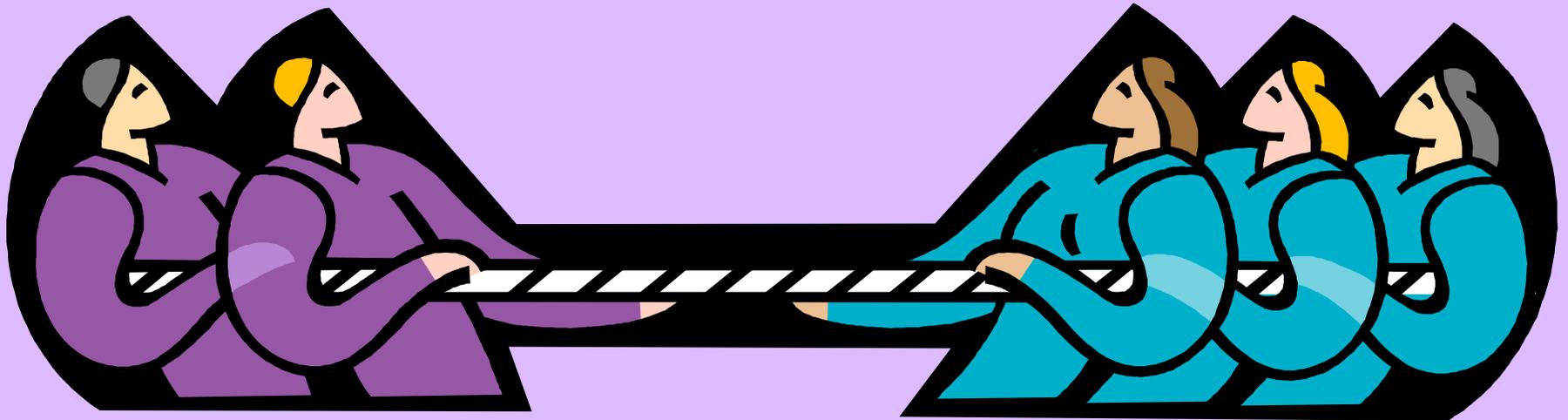
Competing Expectations

Principal

Reading First

Teacher Perceptions

Observed Needs



Getting Started

- Develop a Plan
(administrators, teachers, coach, others)
 - School-wide goals
 - Write down the goals
- Assess and prioritize needs



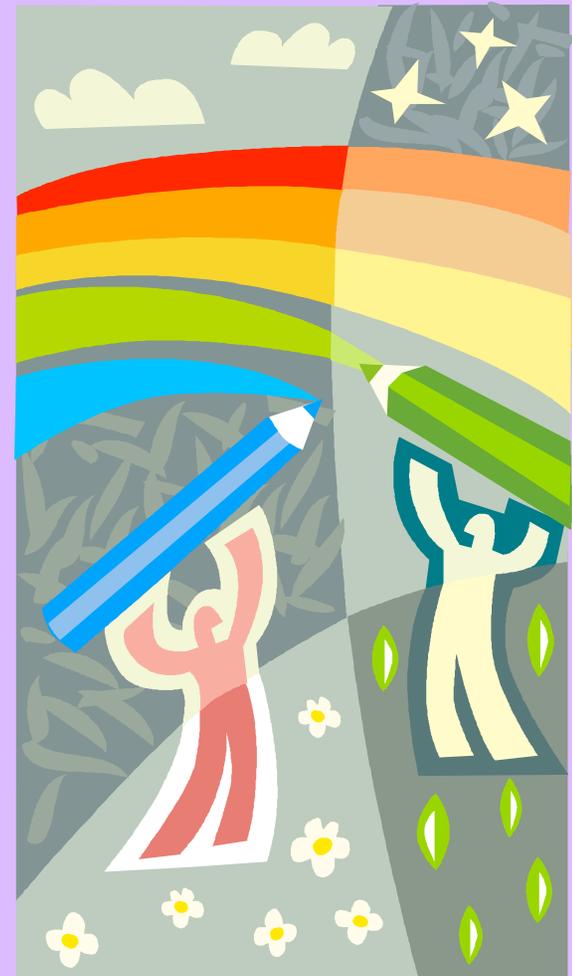
The Vision

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?



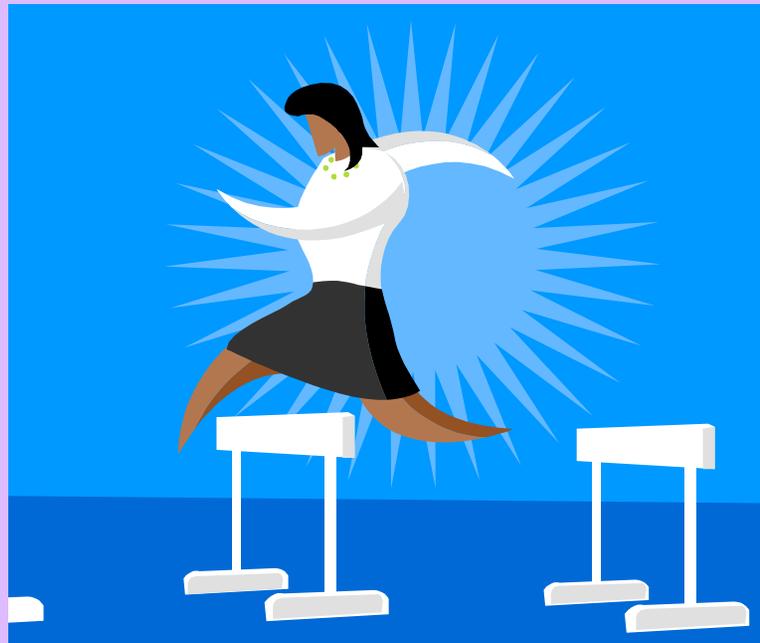
Purposeful Coaching: *The Vision*

- You can't skip this step!
- Conversations are essential
- Consensus on goals
- Commitment of all parties
- Refer to goals often
- Evaluate goals periodically



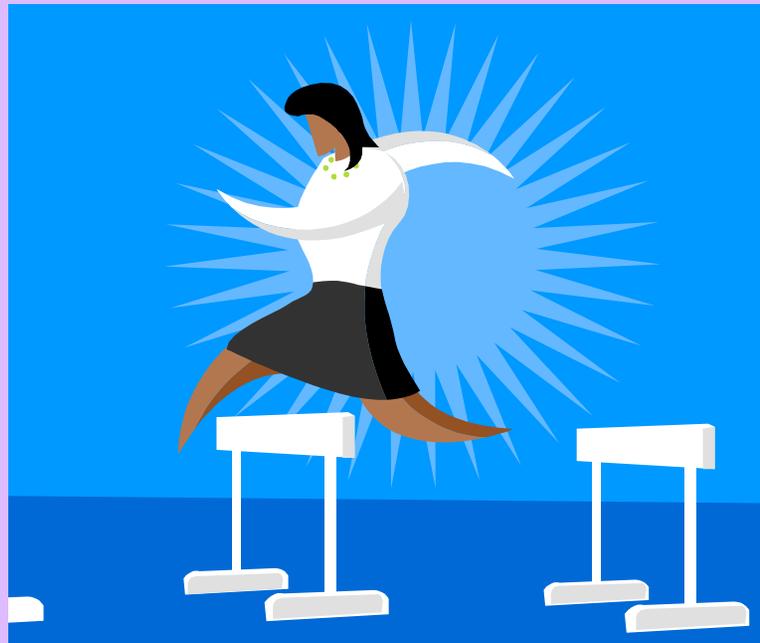
Facilitator

- Identify barriers to achieving goals
- Brainstorm ways to overcome the barriers
- Brainstorm ways to bring educators together



With a Partner

- What is one barrier to your school's achievement of literacy goals?
- Brainstorm 3 ways to overcome the barriers.



The Roles of the Coach

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- ✓ **Teacher/Learner**



Providing Effective Professional Development



**Targeted Professional Development Based on
Systematic Assessment of Needs**

Three "Big Ideas" of Professional Development

- Focus on student outcomes and plan accordingly
- Promote instructional practices that are based on the best available research
- *Plan all aspects of professional development in a purposeful, unified way*

Quality Reading Instruction and Quality Professional Development

- Responsive to the needs of the learner
- Based on data
- Different grouping formats for different purposes
- Modeling and demonstration
- Opportunities to practice with feedback and support
- Active involvement in learning

One-Sentence Reaction

How is providing quality professional development *different from* providing quality reading instruction to students?

Characteristics of Adult Learners

- Bring a *broad range of life experiences* to the table that provide a foundation for future learning
- Have *independent self-concepts* and want to be treated as individuals
- *Know what goals are important to them*, and tend to do best in educational experiences that provide what they value
- *Want to be treated as adults*—responsible individuals with the capacity to determine things for themselves

Provide Opportunities to:

- Understand the theory, rationale, and research base for the new practice
 - Relevant to the teachers' circumstances
 - Likely to result in increased student performance
 - Acknowledge teachers' prior knowledge and beliefs
- Observe a model in action
- Practice the new strategy in a “safe” context
- Implement the new practice with peer support

Active Involvement in Purposeful Activities with Feedback and Support

- *Reading Coach*, p. 75
- *Reading Coach*, p. 79
- *Reading Coach*, p. 81
- Learning First Alliance (2000). *Every child reading: A professional development guide*.
www.nasbe.org/Educational_Issues/Reports/Reading_Prof_Develop.pdf

Encourage Self-Reflection

- Model self-reflection
- Observe and discuss live or videotaped lessons; Discuss scenarios
- Ask teachers to share what has worked well and strategies they have used to support the learning of struggling students
- Provide a format for self reflection
 - The Reading Coach p. 157

Formats of Professional Development

- Workshops
- Study Groups
- In-Class Coaching and Modeling
- Individual Meetings for Problem-Solving
- Peer Coaching
- Co-Planning
- Co-Teaching

Study Groups

- Teachers and others meet on a regular basis to
 - Learn new instructional practices
 - Collaboratively plan for school improvement
 - Study research on effective practices
- Can be organized like a book club
- Ideal group no more than 6 teachers
- Must meet on a regular schedule
- Must be purposeful and focused on student learning
- Keep the focus on research-validated instructional practices

Study Group Format

Dimino and Gersten, 2006

- Teachers read a book chapter or teacher-friendly article
- Meet every two weeks for 2 _ hours.
- Teachers and facilitators together develop a lesson incorporating principles from the article (adapting a core program lesson)
- Teachers teach the lesson in the next 2 weeks

Study Group Format

Dimino and Gersten, 2006

- 1) Debrief previous application of research
- 2) Walk through the research read for the current week
- 3) Walk through a lesson in the core program and evaluate it according to research principles
- 4) Modify the lesson to incorporate research principles

Study Group Format Example: Vocabulary

Dimino and Gersten, 2006

- 1) Assignment to read a chapter in Beck, & McKeown (2002). *Bringing Words to Life* on developing student-friendly definitions (examples/nonexamples, etc.)
- 2) Practice creating student-friendly definitions
- 3) Complete a form to evaluate whether the core lesson includes each part of the strategy (yes-no-somewhat)
- 4) Modify the lesson
- 5) Next two weeks: teach the modified lesson
- 6) Following study group: Add guidelines for word selection (Tier 2 words); ALSO include student-friendly definitions (cumulative application of research strategies)

Caution!

Don't let groups become opportunities to compare stories and vent frustrations without focusing on the *solutions* to problems.



Observations as "Teaching Tools"

- Observations direct attention to something specific
- Plan observations that focus on elements of instruction you want to emphasize



Observe the Student(s) Instead of the Teacher

Select observation tools and approaches that focus on the behaviors of the student(s) and/or teacher-student interactions



Two-Way Observations

1. Co-plan two lessons
2. You teach first while teacher observes you looking for *one specific thing*
3. You observe the teacher using the same form and looking for the *same thing*
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

The Observation “Non-Form”

Teacher _____ Grade or Class _____ Date _____	
Coach _____ Start time _____ End time _____	
Observation Focus: _____	

Teacher Behaviors	Student Behaviors

Observation Practice:

Video # 1

Record Instances of COACH

implementation of *one* aspect of instruction
(with details!) *and* student response

Explicit Modeling and Guided Practice with
Effective Feedback and Support



Observation Practice:

Video # 2

Record Instances of TEACHER

implementation of *one* aspect of instruction
(with details!) *and* student response

Explicit Modeling and Guided Practice with
Effective Feedback and Support



Keep the Feedback Objective

“Let the data speak”—be as collaborative as possible; lead the teacher to notice patterns and draw conclusions

“I noticed that when you...the students...”

NOT

“You didn’t...”

“You should...”



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



Building Trust

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



Avoid the “Expert Aura”

Knowledge

Answers

**Great
Ideas**



Quotes from Teacher Focus Groups about Coaching

- If I say something like... “[My student] gets bored really easily,” ...[My coach] never sounds like she’s trying to be corrective.”
- “She makes us feel like we are just as knowledgeable as she is.”
- “[It’s] not like she is above and beyond us and that we are just her students...it’s very much a colleague type thing, so it’s very comfortable to discuss things with her.”

Encouraging Self-Reflection

Simple Form:

1. What was supposed to happen?
2. What happened?
3. What went well?
4. What might be changed?

Self-Reflection Practice

- With a partner, role-play the discussion after the two-way observations
- Video 1 = COACH
- Video 2 = TEACHER
- Teacher goes over Observation Non-Form with Coach; Coach models self-reflection
- Coach goes over Observation Non-Form with Teacher, emphasizing positives

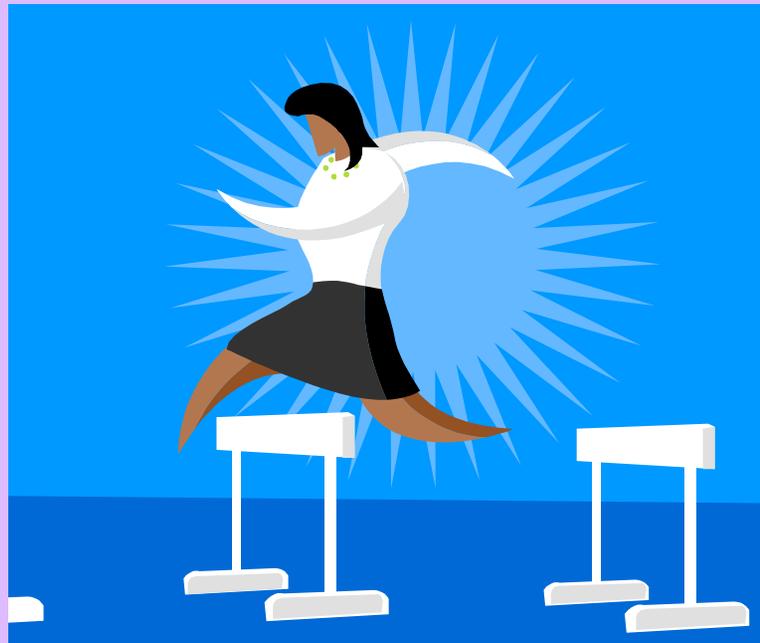
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Facilitator

- Engage in collaborative problem-solving **to move toward school goals**
- **INFUSE** coaching interchanges with the problem-solving process.



Systematic Problem-Solving

(Collaborative Planning Process)

1. Identify the problem.
(*"Problem Presentation"*)
2. Develop a plan (*Setting Goals and Selecting Intervention Strategies*) .
3. Implement the plan.
4. Evaluate the effectiveness of the plan.



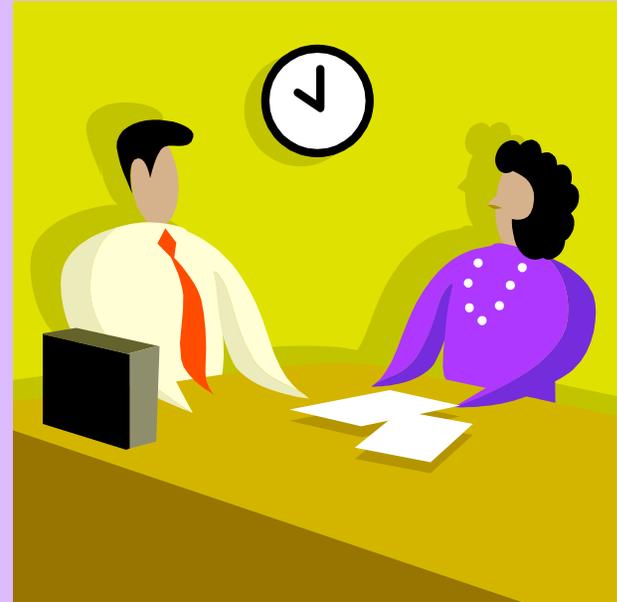
Defining the Problem

- Get the facts
 - What is the problem?
 - What is the history of the problem?
- Survey data if possible
 - Assessment results
 - Student work samples
- Get as much background as possible
 - What have you tried?
 - Have parents been involved?
 - Have other teachers been involved?

Problem Presentation

Pay attention to the teacher

- Level of tolerance
- Philosophy
- Skills
- Teaching style



The plan must fit or it won't get done.



The Coach With Two Brains???



Listen
carefully.

What's the
speaker's
perception of
the problem?

Remain skeptical.
A person in the
middle of a
problem often
can't see it clearly.

There may be a
hidden agenda

While you are listening with two brains...

1. Develop questions or hypotheses
What might be going on here?
2. Ask probing questions.



Whew! Talk about multi-tasking!!

Sum up the Presenting Problem

1. Brief summary
2. Check your perception with the teacher
3. Ask if there is anything else
4. Make plans to collect more information

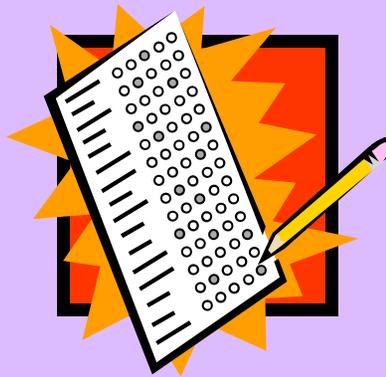
Resist offering advice or a solution!

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



Defining the Problem

Collect information: observations, student assessments, interviews



As a general rule...

Observations are more helpful if they are focused.

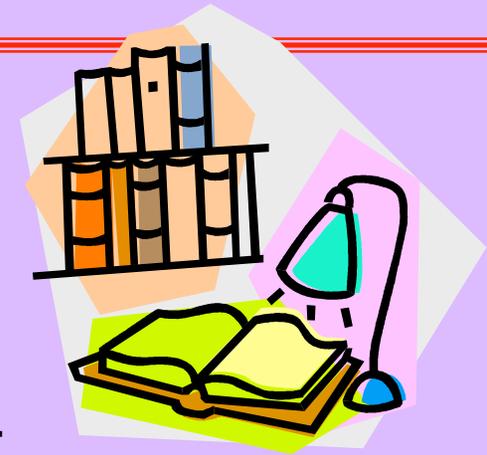
If you are looking for something in particular you are more likely to notice it...



Physical Environment



- Lighting
- Noise, distractions
- Temperature, comfort of the students



- Arrangement of seating
- Accessibility of materials



Learning Environment

Quality of materials

Instructional methods: active vs. passive involvement vs. non-academic activity

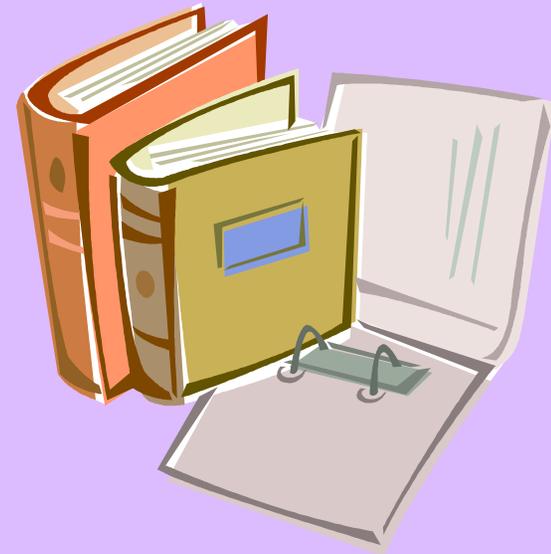
Explicitness

Expectations and Demands

Differentiated Instruction

Grouping

Use of time (“perky pacing”)

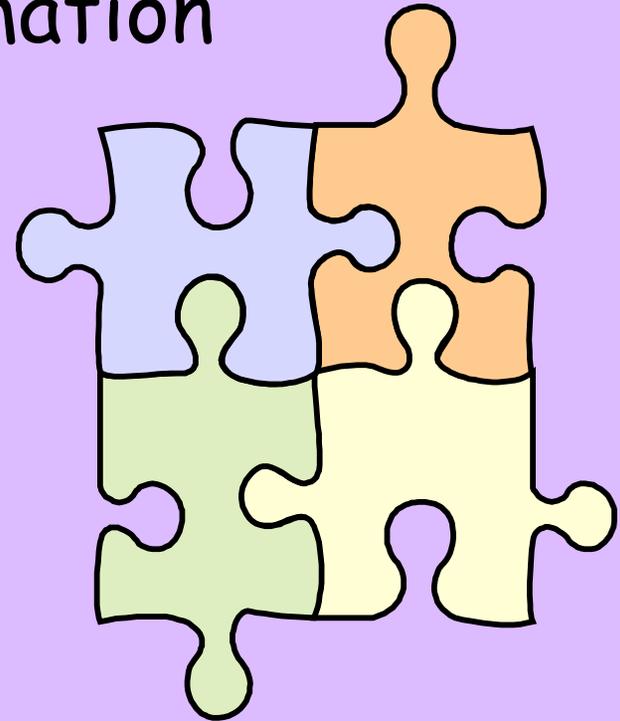


Social Environment

- Teacher-student interactions
- Positive : negative statement ratio
- Behavioral interventions
- Peer interactions
- General atmosphere/Classroom climate
- Student awareness of routines, rules, and consequences
- Student work habits, participation, etc.

Defining the Problem, Setting Goals

1. Look for patterns
2. Synthesize the information
3. Define the problem:
accurate, complete,
concise
4. Set reasonable goals



Developing a Plan

1. A collaborative plan
2. Develop choices (a “menu” of interventions)
3. Be sure it’s manageable
4. Provide support

Who will do
what—when?



An intervention strategy is likely to be effective if:

- The teacher **believes** that the intervention will be effective.
- The intervention does not require lots of **time** or **material resources**.
- The **intrusiveness** of the intervention on the normal classroom routines and schedules is **minimal**.
- The teacher has a **sense of control** of the situation

Brainstorm Solutions

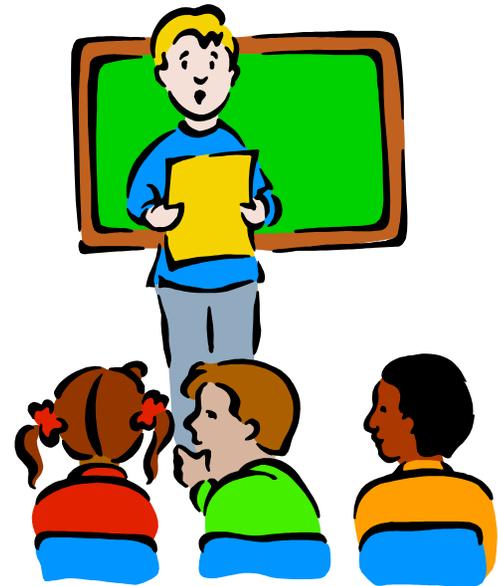
- “Now that we have an idea of what goals we’d like to see James achieve, let’s think of some ways we can help him meet these goals. Do you have any ideas about something you might like to try?”
- Coach may need to take the lead by suggesting one or two possible strategies: “Thinking about the fluency goal we set for James...have you...”
- Coach may provide the teacher with a “menu” of ideas from which to choose.
- Sometimes there is only one feasible or acceptable strategy to consider.

Reading Interventions

- *Phonological Awareness*: Direct instruction and practice
- *Phonics and Word Study*: Direct instruction and practice
- *Text Reading Accuracy*: Oral Reading with Feedback
- *Fluency*: Repeated Reading with Feedback; Partner Reading
- *Comprehension*: Strategy Instruction

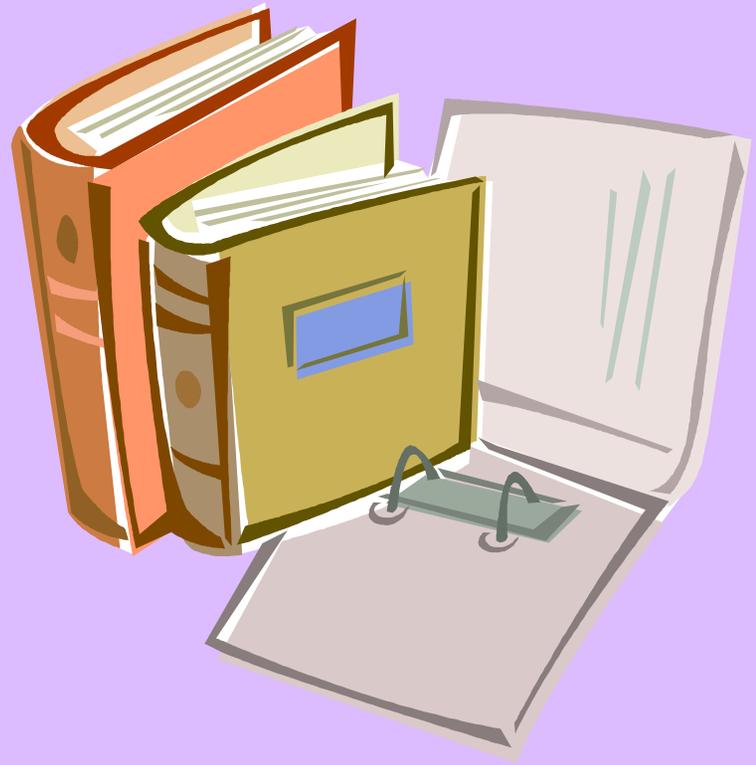
Classroom Management

- **High expectations**
- Consistent consequences
- **Appropriate instruction/text**
- Classroom routines
- **Effective use of time**
- Proximity
- **Animation, “perky pacing”**
- **Positive reinforcement (specific praise)**
- **Directly teach routines**



Implementing the Plan

- The teacher's job
- With coach's support
- Stick with it
- Can modify or adapt it



Caution!

- Don't expect students or teachers to change their habits overnight (some will respond more quickly than others)
- Have short-range objectives
- Monitor progress
- You may need a "Plan B" (or C, D, ...)



EVALUATE OUTCOMES

To what extent has the plan been
implemented?

To what extent has the plan been
effective?

Revise or extend as needed...

Deciding How to Use Your Precious Time





FINDING THE TIME ?!!@#\$&!!*



Time Management

Effective time management
is a *professional act*

Doesn't get you **MORE** time;
helps displace less-critical tasks
with more important tasks

Some time issues are under our control; others are not



Use management decisions

To efficiently use time we must:

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

U(2) Use *pro* techniques
to reach goals

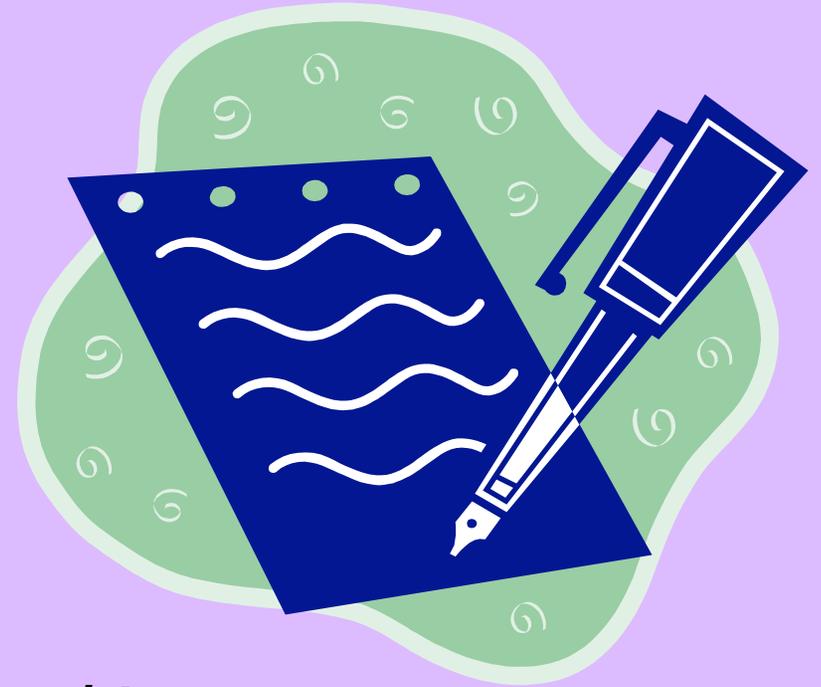


PROBLEM ANALYSIS

Where am I now in managing
my professional time?



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	[Redacted]														
Tch-S															
Data															
Obs	[Redacted]														
Coach	[Redacted]														
Pro-Dev	[Redacted]														

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...”



Use DATA
to answer these
questions:

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**?



DDEVELOP & IMPLEMENT PLAN

OSet one or more weekly **GOALS**

DDetermine **BEHAVIORS** necessary to achieve goals (calendar; notes; other changes in patterns)

SIdentify **"TIME WASTERS"**

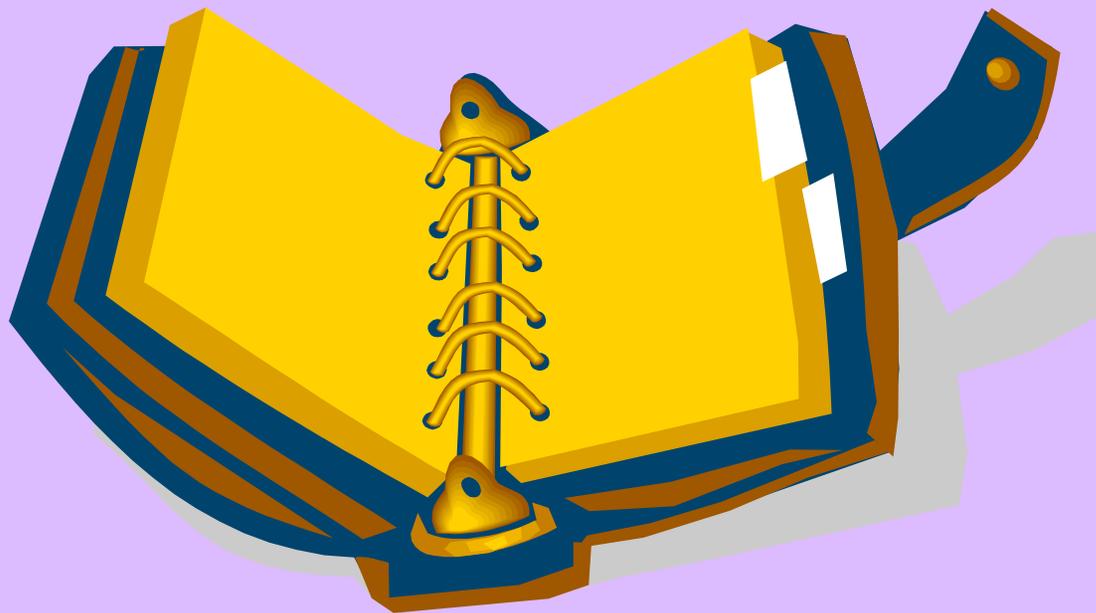
that might preclude goal attainment (non-essential work, unnecessary meetings, people who should not be seen, time spent on activities not related to goals)

bBrainstorm new ideas; Read time management books; Discuss favorite ideas with friends and colleagues

NNarrow down ideas to something workable for **YOU**



Implement the plan and adjust as
necessary





EEVALUATE OUTCOMES

II To what extent has the plan been
implemented?

TT To what extent has the plan been
effective?

RR Revise or extend as needed...

With a partner...

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** at least **one concrete step you can take** to improve your own use of time.

References

Hasbrouck, J. & Denton, C. (March, 2005). *The reading coach: A how-to manual for success*. Longmont, CO: Sopris West. www.sopriswest.com

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