

Student-Focused Coaching: The Skills for Success!



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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)



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?

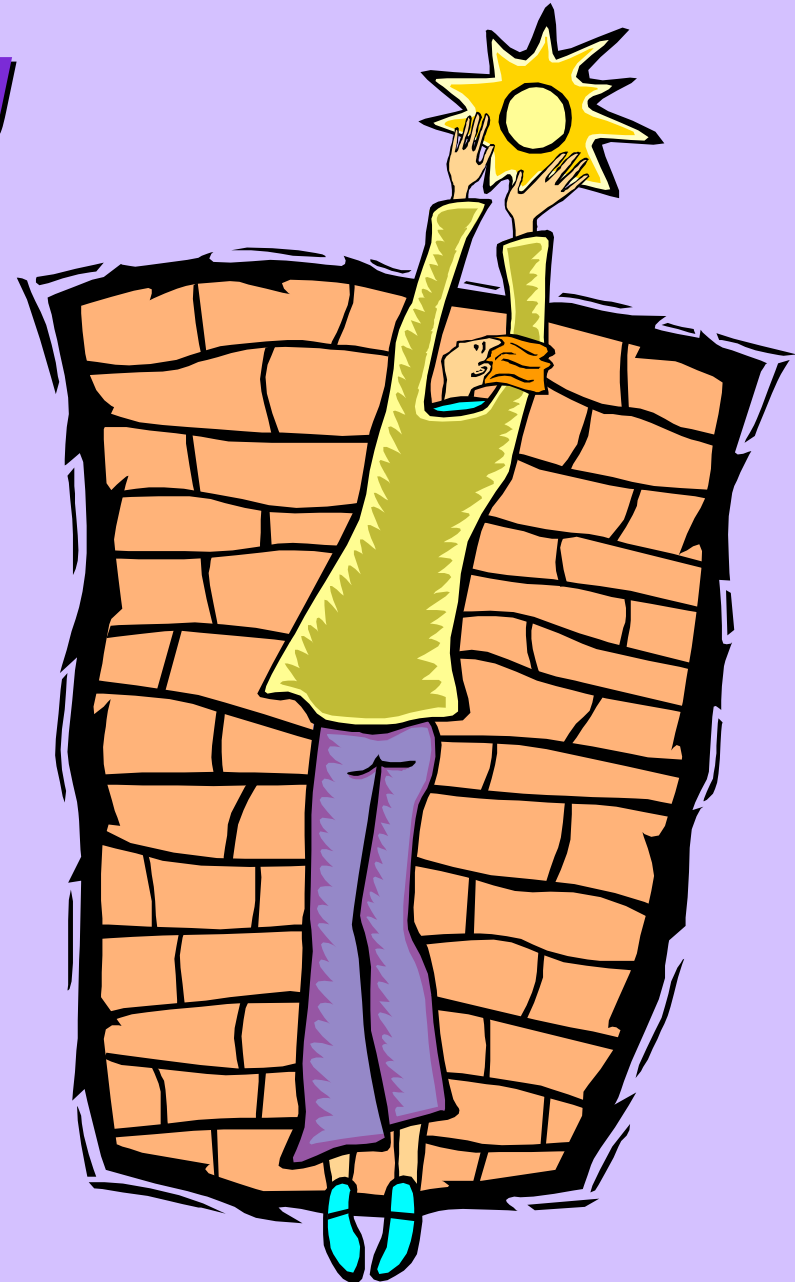
- ✓ What do **YOU THINK** you will be doing, or
- ✓ What do **YOU DO** as a reading coach, or
- ✓ What do you think a coach **SHOULD DO?**

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....



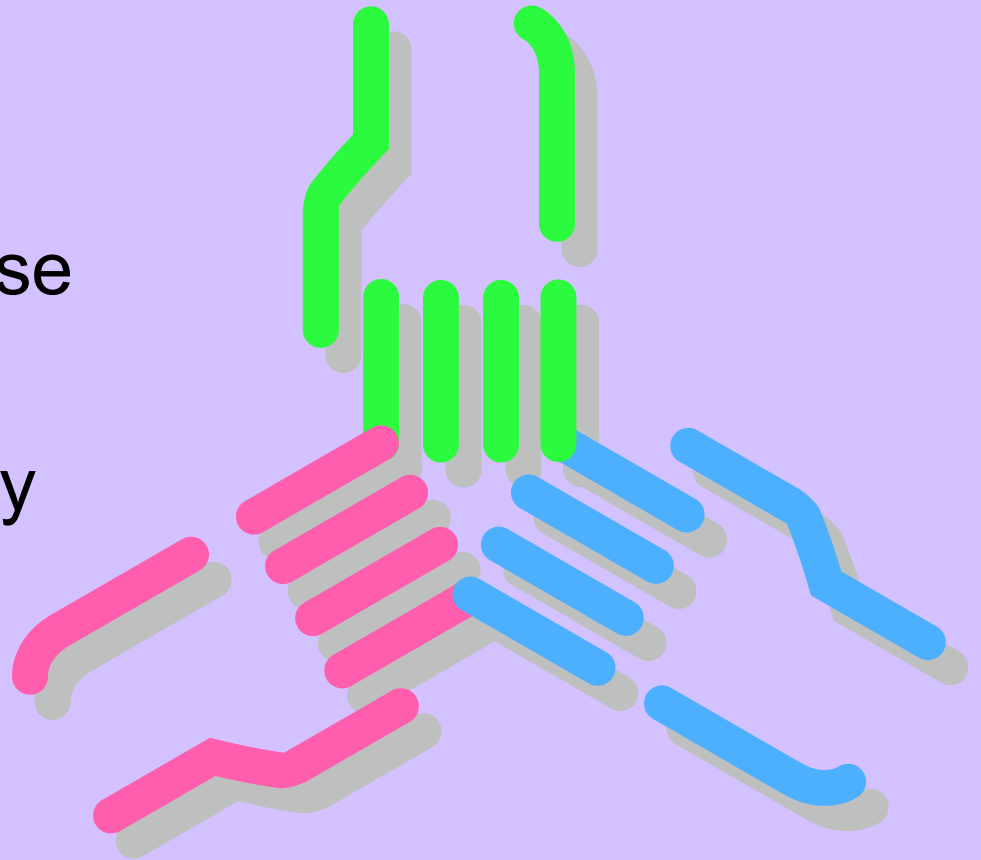
Student-Focused Coaching



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)

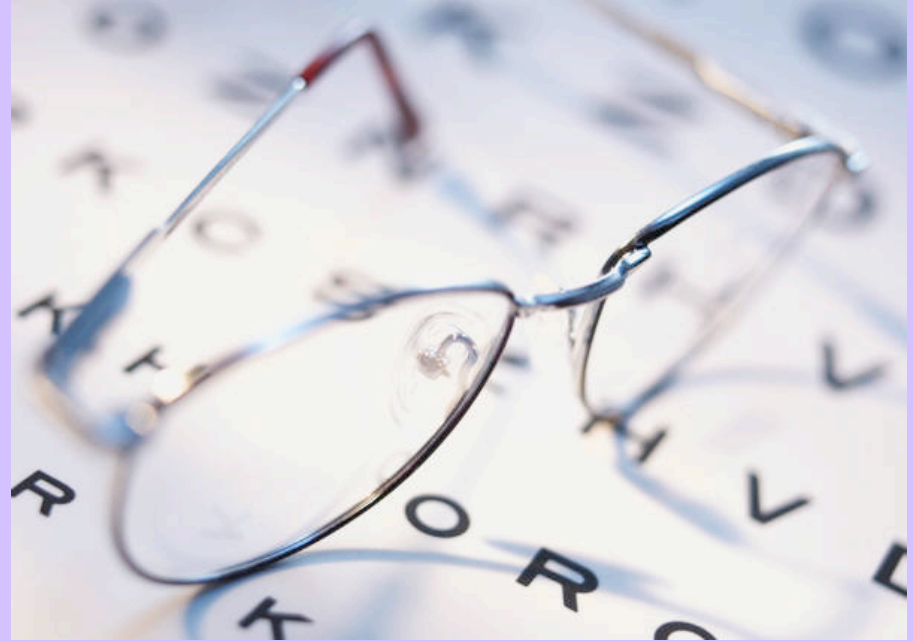
A ***cooperative***, and ideally *collaborative*, ***relationship*** with parties mutually engaged in ***efforts*** to provide ***better services*** for students.



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

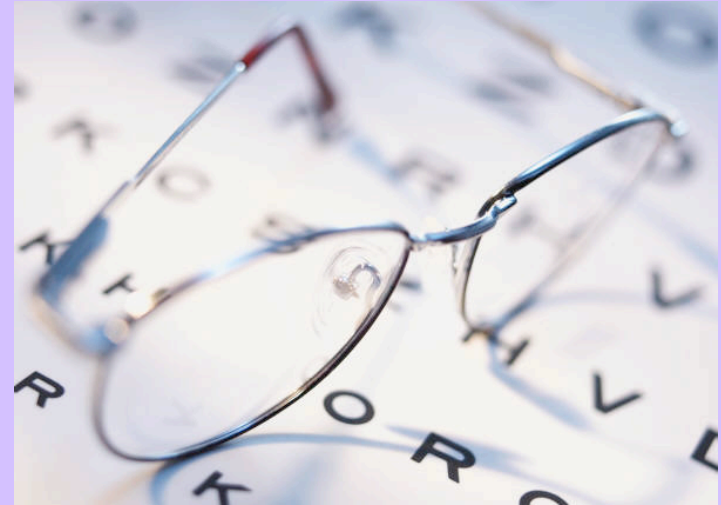
- Data-based decision making with primary attention directed to **student outcomes**
- Observations focus on *interactions between student and teacher behaviors*
- **Systematic problem-solving** focused on *improving student outcomes*

Data-Based Decision Making



- Student assessments
 - Interviews
 - Observations

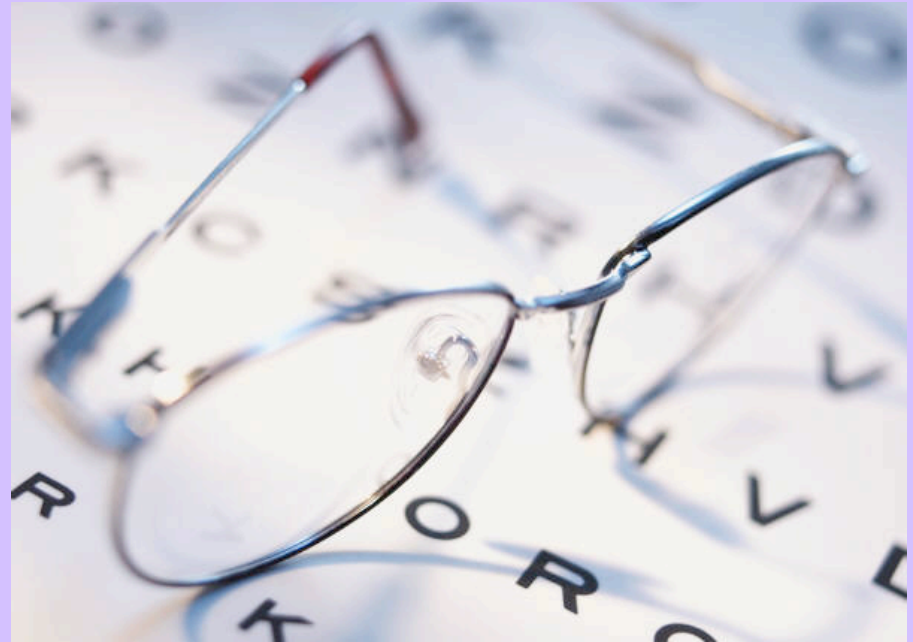
Using Assessment Data to Answer Questions



- **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."

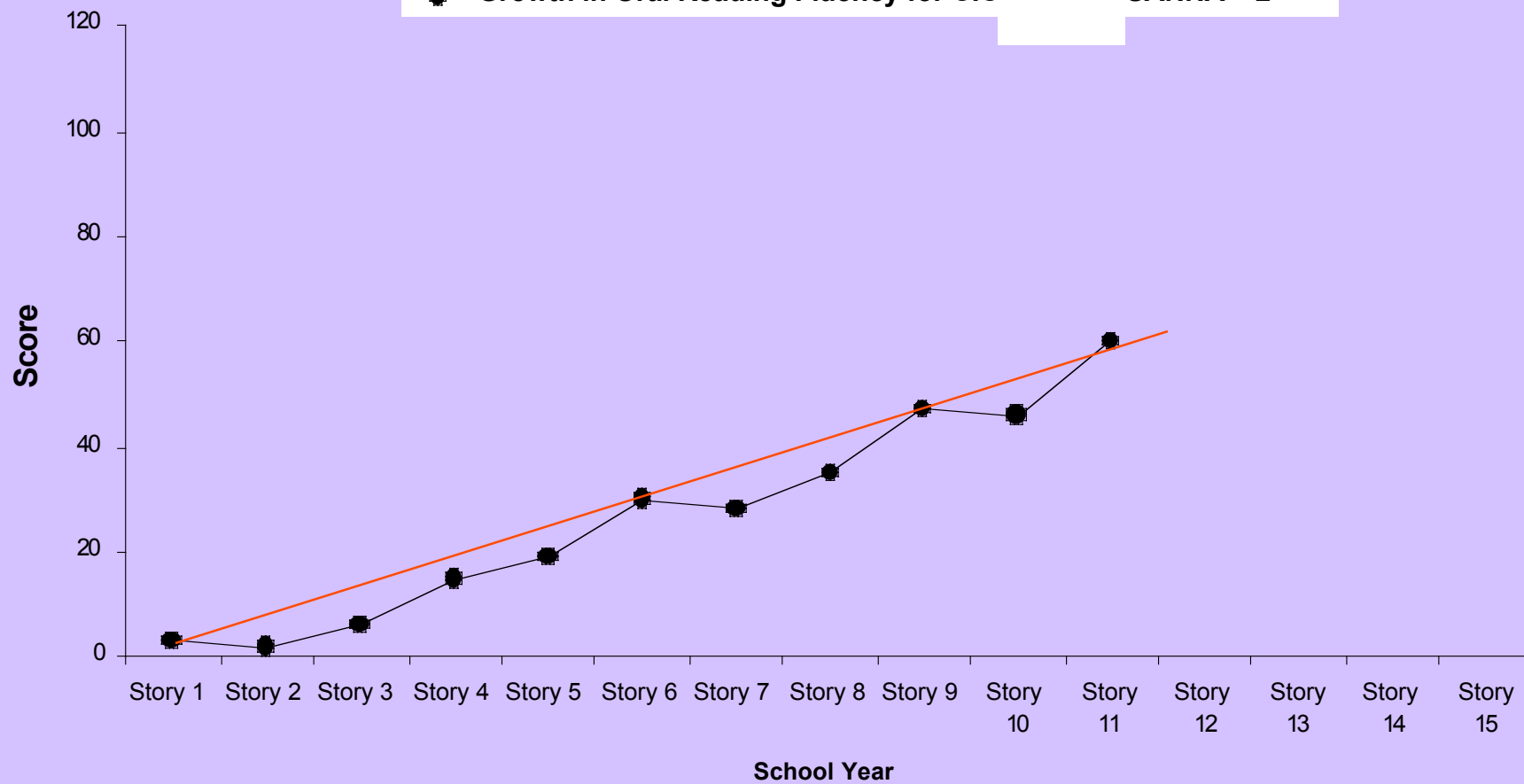


Which individual students need changes in
instruction?

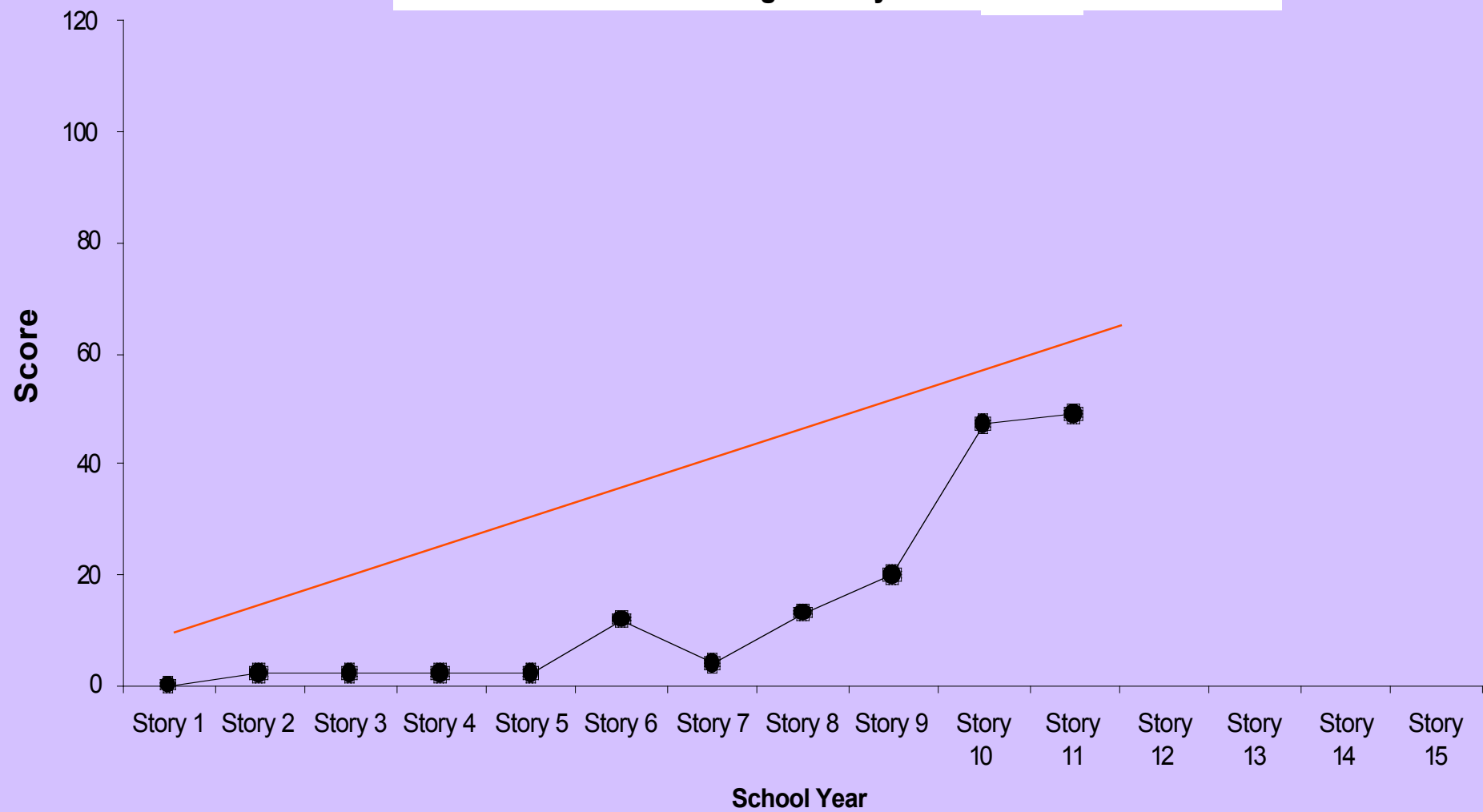
Which teachers need support?

How should the coach use her/his time?

—●— Growth in Oral Reading Fluency for CIC **SANNA 2**



● Growth in Oral Reading Fluency for RIE 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

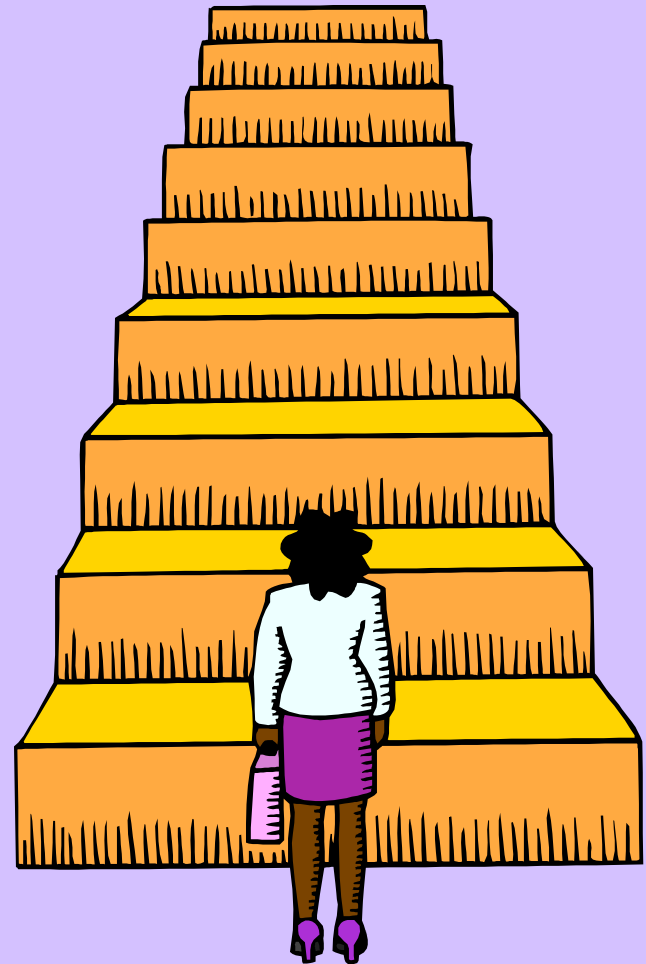
- Focus on one or two specific elements of instruction (elements you have discussed)
- *Method 1*: Observe the teacher and record each time she/he successfully implements the element, along with associated student behaviors
- *Method 2*: Focus on an aspect of student behavior and record teacher behaviors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

The Observation “Non-Form”

Teacher _____	Grade or Class _____	Date _____
Coach _____	Start time _____	End time _____
Observation Focus: _____		
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%; padding: 5px;"> <p style="text-align: center; margin-top: 10px;">Teacher Behaviors</p> </div> <div style="width: 48%; padding: 5px;"> <p style="text-align: center; margin-top: 10px;">Student Behaviors</p> </div> </div>		

Systematic Problem-Solving

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



What kinds of problems?

- Marsha's not making progress in oral reading fluency.
- Lamont is failing reading.
- Roberto is off task for much of the reading period each day.
- Mrs. Mackey's lowest reading group is not making progress.
- Mr. Romero says that several students are not doing well in his science class because they can't read the textbook.



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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

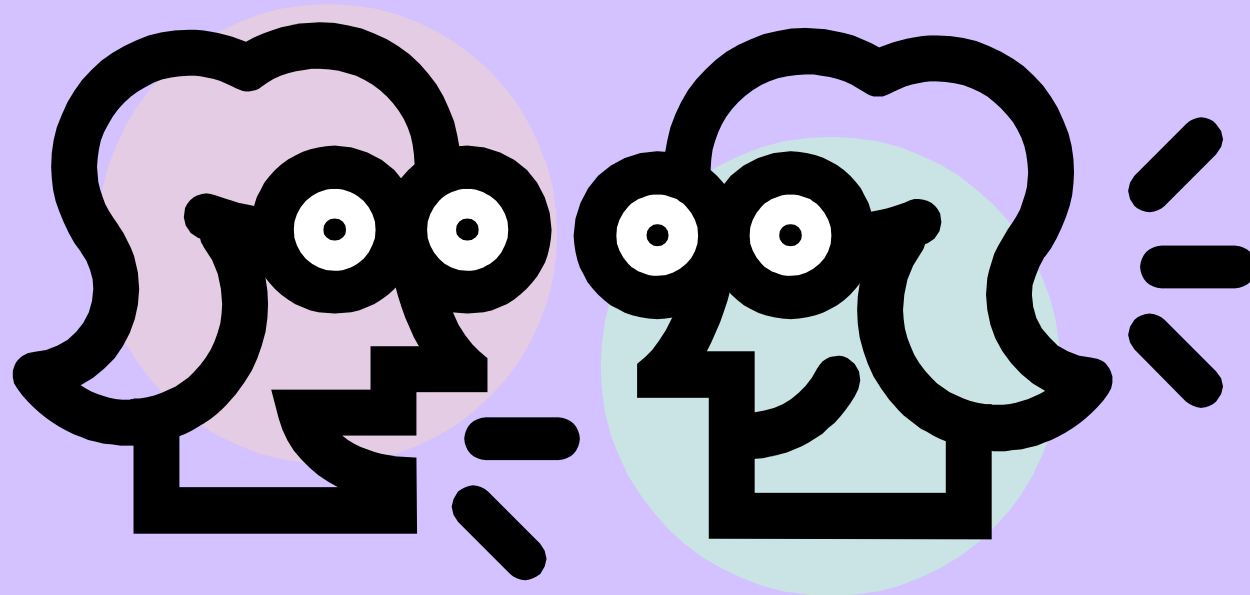


Building Professional Relationships



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."*



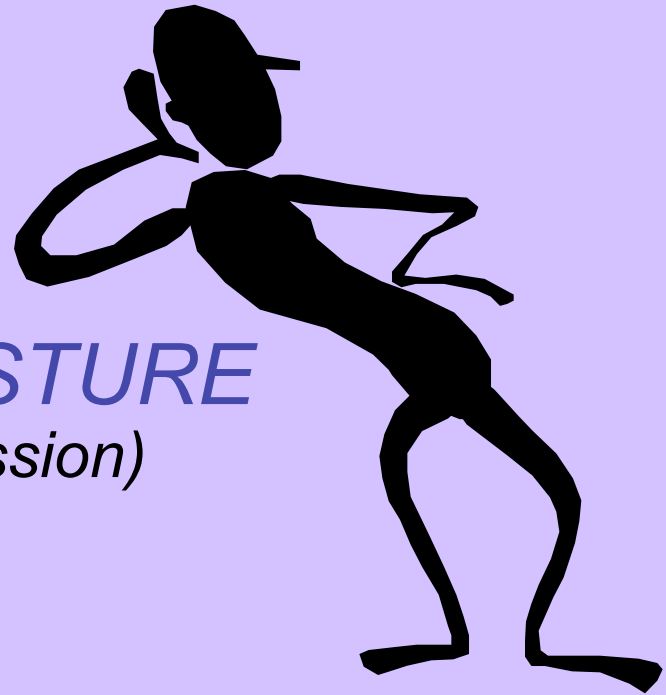
KEY RULE OF COMMUNICATION SKILLS

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****SQUARELY** in front of other person
(no desk between you; not twisted in seat)

- Maintain an **O****OPEN 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.

A new role in schools...

- for the **COACH**
- for your **COLLEAGUES**
- for your **PRINCIPAL!**



Creating a New Role in a System

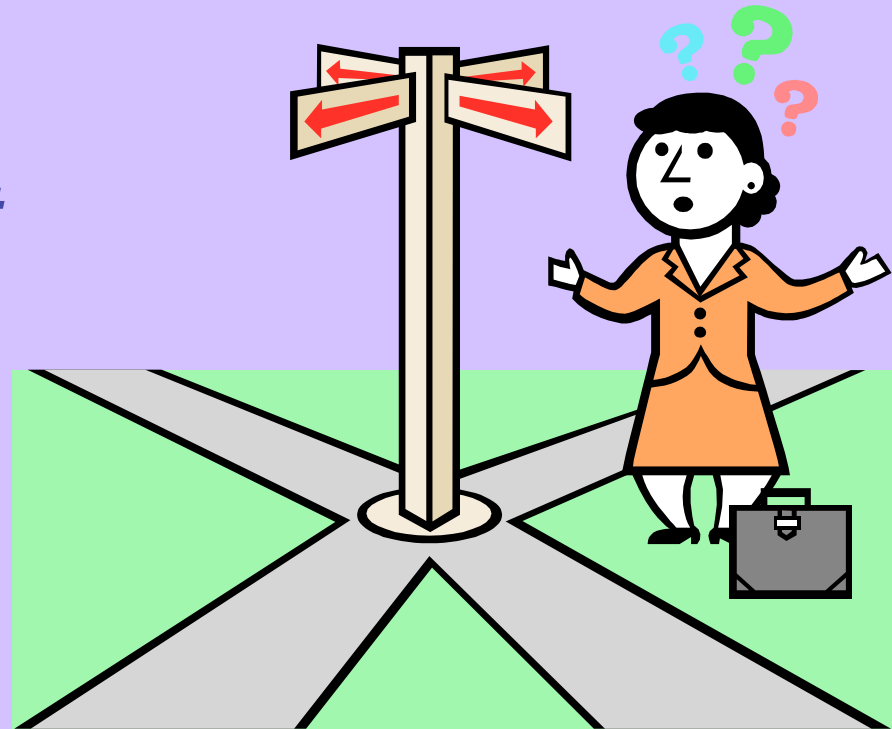


CLEARLY DEFINE ROLE:

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



Building Trust

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



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

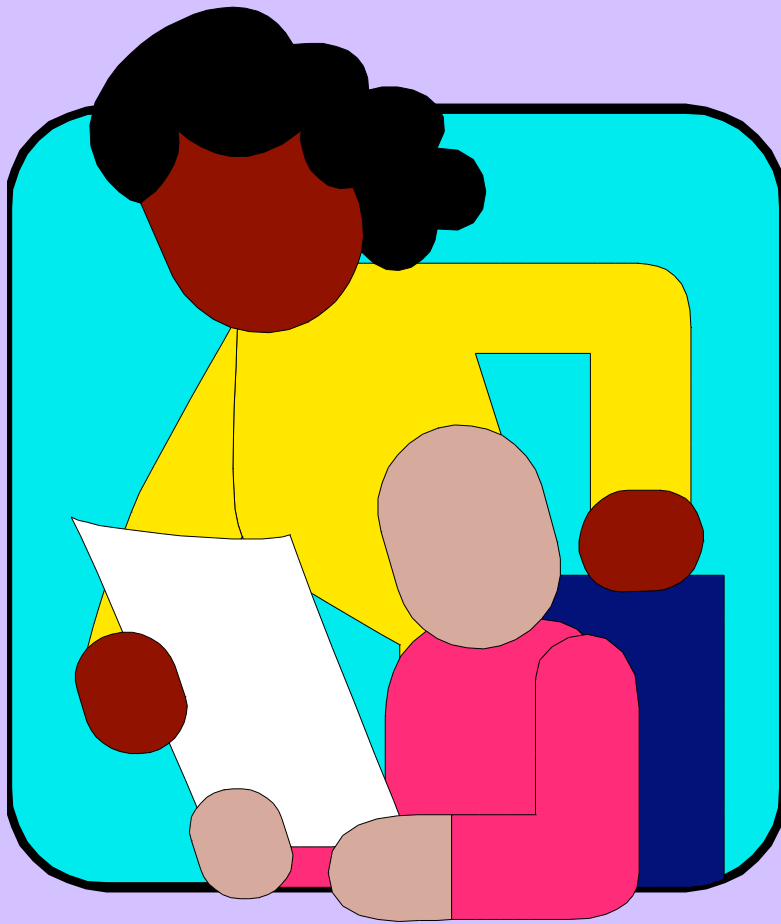
their perception of its effects on their students.

Give teachers the credit!

*Keep the focus on the students'
instructional needs*



Four Types of Colleagues

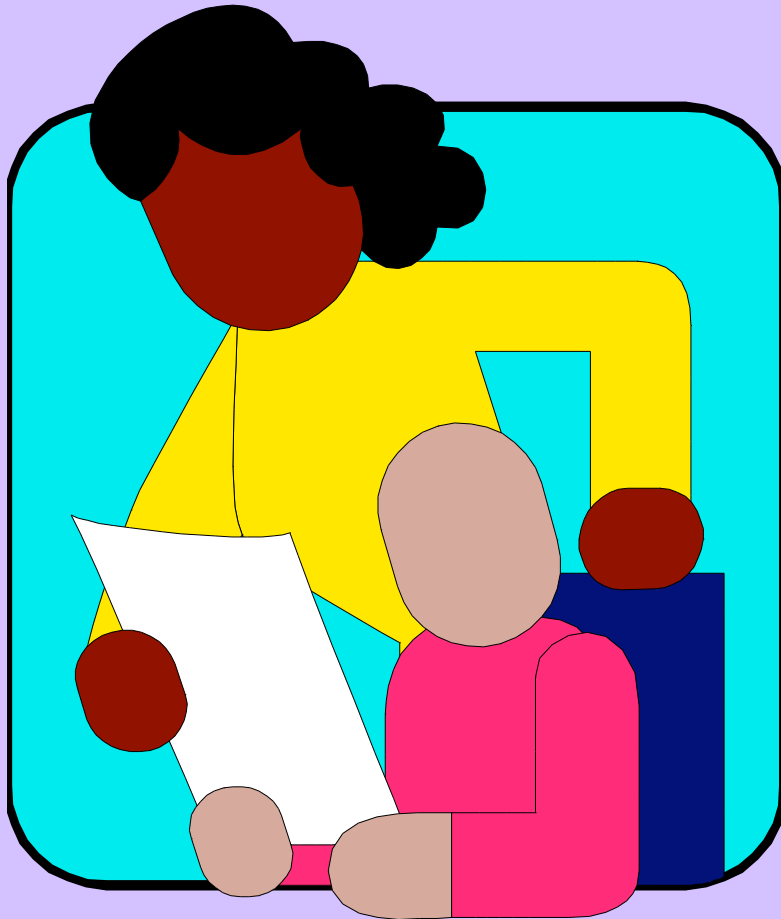


(1) **EAGER** for help & **OPEN** to trying new ideas

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

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

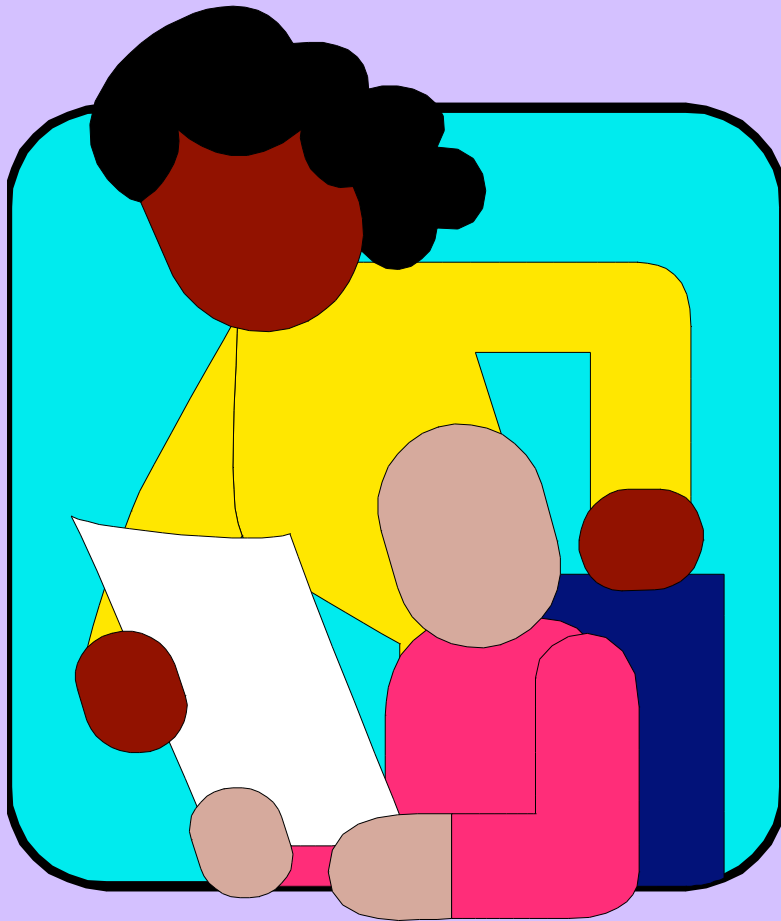
(4) **NOT SEEKING** assistance & **RESISTANT**



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

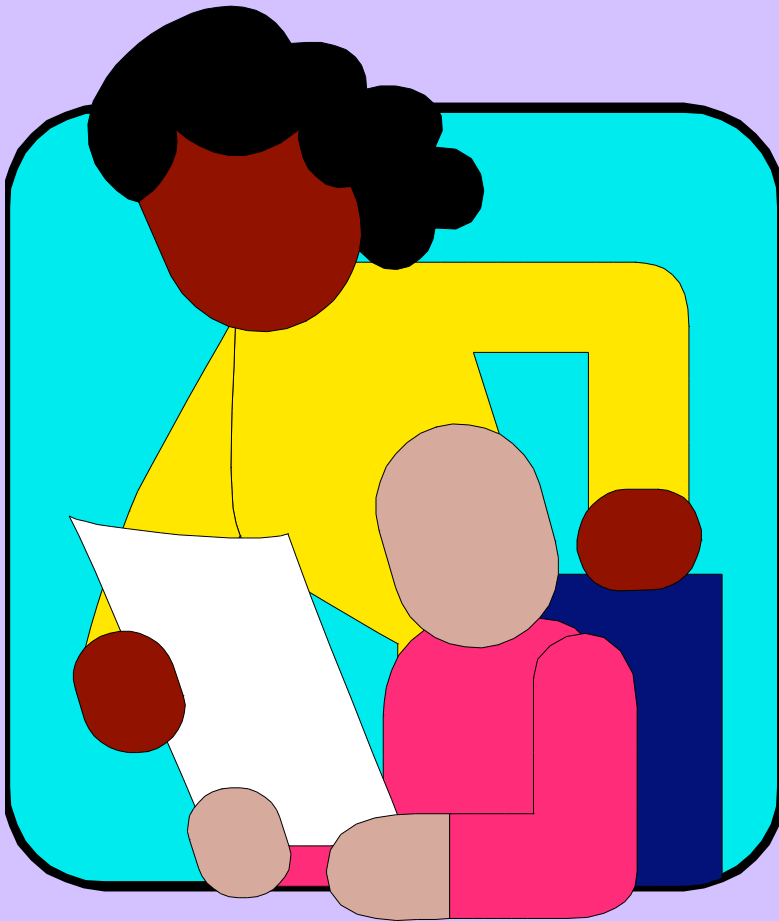
Watch your time...

But keep the door open!

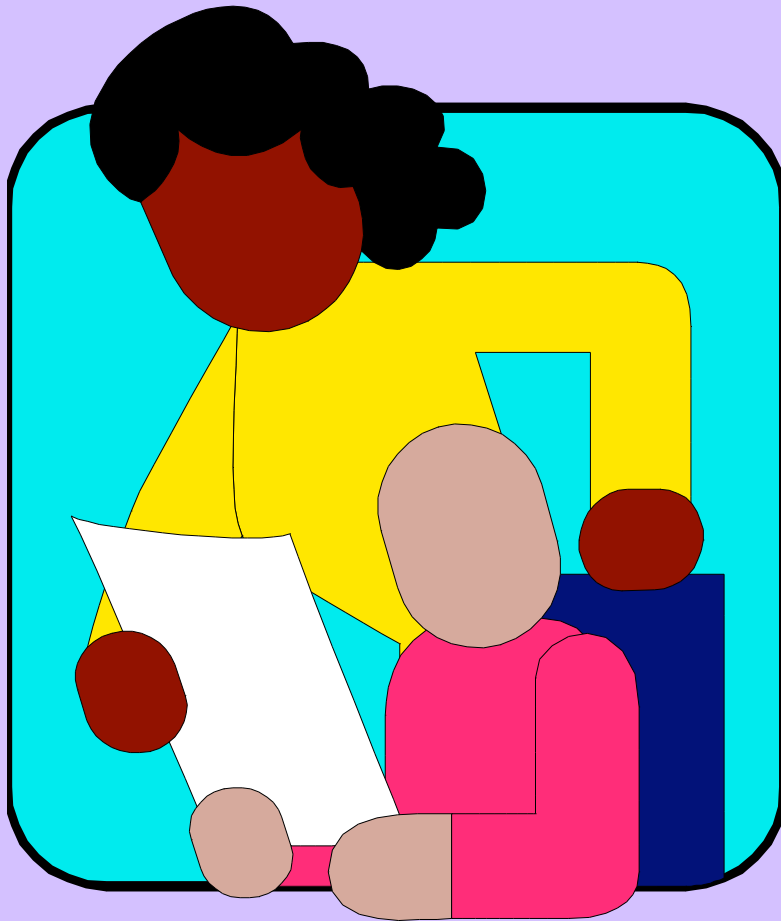
At least once per month use
Facilitator questions:

- 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...

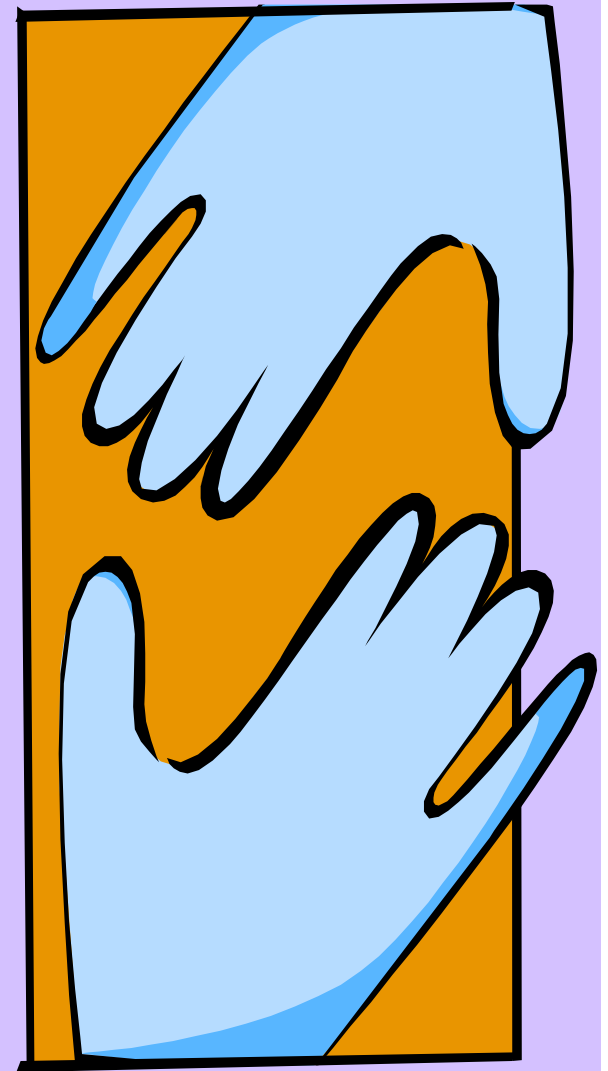
- Sharing student data:
Public & nonjudgmental
- Keep advertising; share success stories publicly
- Use *Facilitator* questions once per month

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

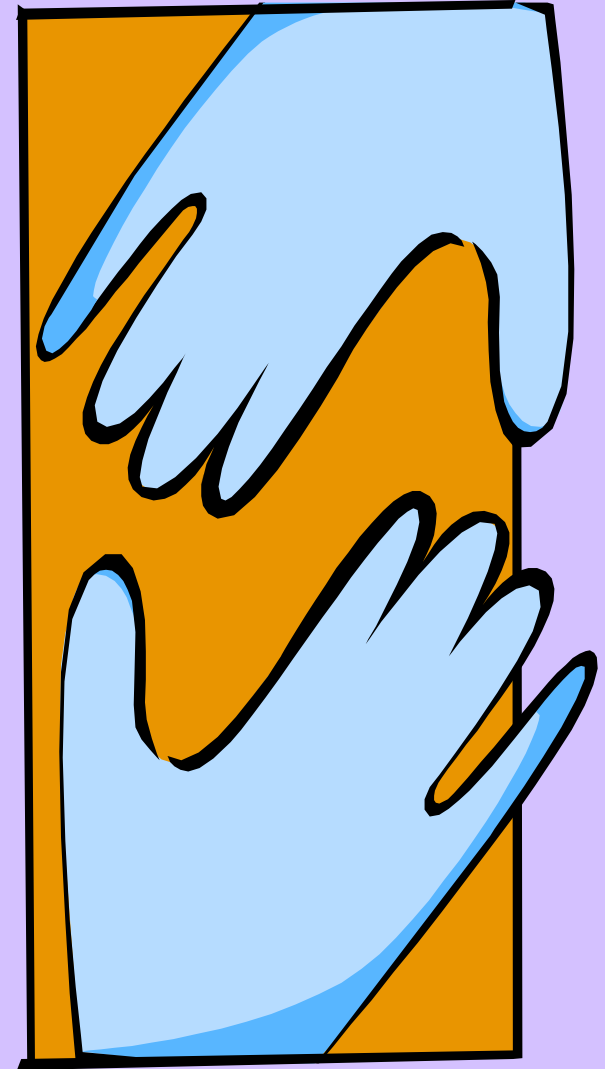
Coaching is **NOT** supervision!

Differences:

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

✓ **COOPERATION**
Power & authority

Issues of confidentiality...



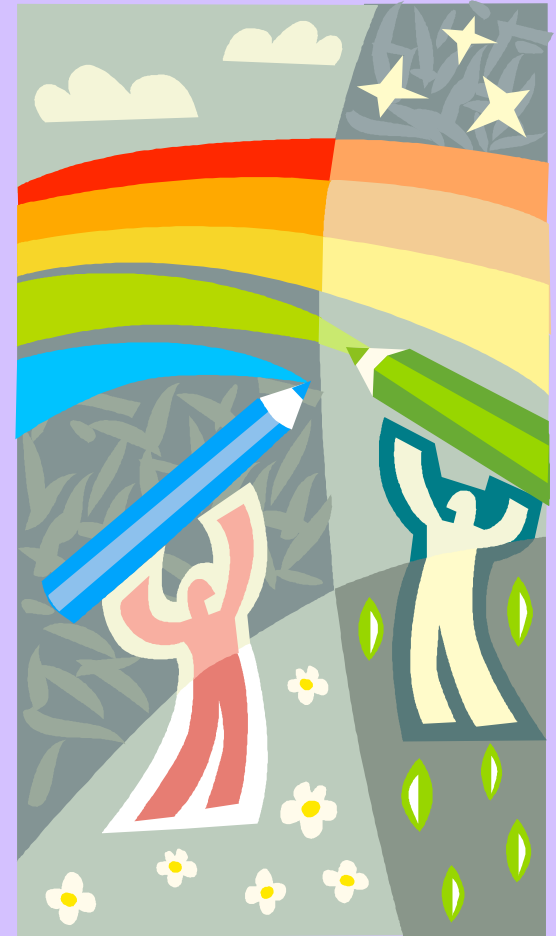
Deciding How to Use Your Time: Purposeful Coaching



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?



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

“ . . . ”

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.

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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