READING COACH
Ideas & Strategies for Success!

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Student-Focused Coaching
Coaches as “Consultants”

**CONSULTATION:**

- Extensive research base
- Indirect service delivery

**TRIADIC** model:

```
consultant  _ consultee  _ client
```
A cooperative, and ideally collaborative, relationship with parties mutually engaged in efforts to provide better services for students.
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*
Characteristics of SFC

- Data-driven decision making with primary attention directed to student outcomes
- Observations focus on interactions between student and teacher behaviors
- Systematic problem-solving focused on improving academic outcomes
Goals of Coaching

(1) Improve students’ *reading skills & competence*

(2) Solve referred problems

(3) Learn from each other

(4) Prevent future problems
Set your SAILS for reading success!

S TANDARDS
A SSESSMENTS
I NSTRUCTION & INTERVENTION
L EADERSHIP
S USTAINED, SCHOOL-WIDE COMMITMENT
Collaborative Planning

Four Phases/Stages

1. Problem Presentation
2. Define Problem, Set Goals, Develop a Plan
3. Implement the Plan
4. Evaluation & Next Steps
Avoid the “Expert Aura”

Knowledge

Answers

Great Ideas
Involving everyone in **each step of collaborative planning**, the more likely everyone will work toward a successful plan.
COLLABORATIVE PLANNING

Initial Interview

Interview(s)
Observation(s)
Assessment(s)
Records Review

Data Analysis

Problem Definition

Set Goals & Evaluation Plan

Plan

Evaluation & Next Steps

Coach provides support

Who
What
When
Where

1 2 3 etc.

P

Set Goals & Evaluation Plan
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.”
The more **TENSE, HIGH-STAKES, or UNCLEAR** the situation, the more a **SKILLFUL and FORMAL** use of communication skills is required.
Use **SOLER** position

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

- Maintain an **OPEN POSTURE**
  *(no crossed arms or angry expression)*
- **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** affect & feelings; check **PERCEPTIONS**

- **PARAPHRASE** content (words/ideas): Concisely summarize key facts or ideas
Other key communication skills...

- Ask **QUESTIONS** to clarify, check perceptions, seek elaboration
- Use **OPEN-ENDED** questions to start
- Avoid **LEADING** questions; may jeopardize trust, a sense of safety, and mutual respect

**LEADING QUESTIONS:**
- Do you have a structured classroom management plan in place?
- Are you differentiating instruction for your students?
- Have you worked to establish a positive relationship with this student?
- **SUMMARIZE** at transitions
- Avoid **JARGON** & unnecessary **INTERRUPTIONS**
- Avoid **OFFERING SOLUTIONS**
ADDITIONAL ISSUES

➢ Use precise & appropriate **LANGUAGE**
(avoid unnecessary or undefined jargon)

➢ Any information shared is **ACCURATE**

➢ **ACKNOWLEDGE & ACCEPT**
efforts of your colleague— but don’t evaluate
OTHER IDEAS

- Take notes?
- Don’t try to solve problems when angry
- Rehearse & practice!
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
(1) **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!*
(2) **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?
(3) **NOT SEEKING**

immediate assistance but

**NOT RESISTANT**

- Keep advertising; share success stories publicly
- Use *Facilitator* questions once per month to keep the door open
(4) **NOT SEEKING** immediate assistance & **RESISTANT**

**COOPERATION** a minimum requirement…

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

Team Problem Solving: An Efficient 25-minute Process
Sprick, Sprick, & Garrison (1993)

INTERVENTIONS

- Ideal for teachers & support personnel working with one student or a group of students
- Best used for less complex issues: Behavior or Academic
Team Problem Solving

Three key roles

**LEADER**
Manages the group process
(a) each person has equal opportunity to participate;
(b) team stays focused on each step in the process;
(c) time allocated for each step is adhered to

**TIMEKEEPER**
informs *Leader* when time for each step has expired

**RECORDER**
records key agreements at each step
25 Minute Problem Solving

BEHAVIOR (7 Steps)
<table>
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<tr>
<th>STRUCTURED INTERVENTION PLANNING for <strong>BEHAVIOR</strong></th>
<th>25 minutes</th>
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<tr>
<td><strong>Step 1</strong></td>
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<td>BACKGROUND</td>
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<td><strong>Step 2</strong></td>
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<td><strong>Step 4</strong></td>
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<td>RESPONSIBLE &amp; IRRESPONSIBLE BEHAVIOR</td>
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25 Minute Problem Solving

ACADEMICS (5 steps)
**PRIOR TO MEETING**

- Conduct informal assessments analyze student’s work samples; work 1:1 with student on assignment(s)
- Review student’s repertoire of school success strategies (note-taking, test-taking, study skills, organizational strategies)
- Contact parents as school policy or situation requires

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<td>8</td>
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<td><strong>Step 4</strong> CREATE THE PLAN</td>
<td>5</td>
<td>7</td>
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Working in the REAL world…
AXIOM FOR SCHOOLS
R. Kroth, 1995

There is never enough
There is never enough
There is never enough
Let’s all work together to help every student achieve success!
REFERENCES


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• *Teacher’s Encyclopedia of Behavior Management: 100 Problems/500 Plans*
• *Interventions*

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