
Implementing Literacy Coaching

— **Leveling Up!** —

Meet your presenter

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Regional Early Literacy Specialist - State Team 3



Our District Partners

Thank you to the following districts for their collaboration on this session



Objectives:

Participants will...

- Explore best practices in coaching
- Understand three different coaching frameworks
- Learn about implementation considerations from various Ohio Schools
- Look at data to apply new learning
- Take away tools and resources to use in their own schools and districts
- Leverage both proactive and reactive ways to support their districts, schools and teachers

Who really NEEDS coaching, anyway?



Unfortunately, 4 in 10 teachers leave the profession within five years

78% of U.S. schools report vacancies

\$20,000 is the average cost to replace a teacher

Building a Disposition for Coaching: Best Practices



Determining Readiness



District Consideration

Do we need to support staff within human capital or social capital?



Supporting Schools: Three different coaching frameworks

- Systems Coaching
- Peer Coaching
- Instructional Coaching

What is Systems Coaching?

What does 'systems coaching' mean to you?

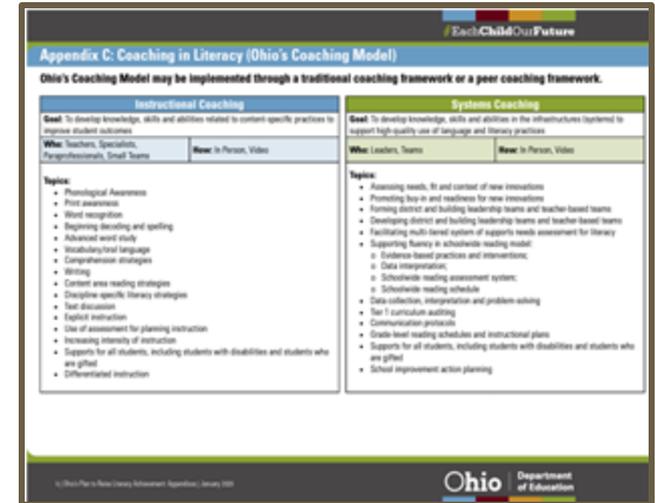


Systems Coaching

From *Ohio's Plan to Raise Literacy Achievement* P. 22

Educational Systems must be strengthened to:

- Support educators in sharing expertise;
- Provide teachers time for planning instruction collaboratively and
- Encourage shared responsibility for the teaching of all learners - “collective efficacy”. This exists when educators have a collective belief in their abilities to affect students positively. (Hattie, 2016; Bandura, 1997)



The table is titled "Appendix C: Coaching in Literacy (Ohio's Coaching Model)" and is part of a document from the Ohio Department of Education. It compares two coaching models: Instructional Coaching and Systems Coaching. Each model is defined by its goal, who it is for, how it is implemented, and the topics it covers.

Instructional Coaching		Systems Coaching	
Goal: To develop knowledge, skills and abilities related to content specific practices to improve student outcomes		Goal: To develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices	
Who: Teachers, Specialists, Paraprofessionals, Small Teams	How: In Person, Video	Who: Leaders, Teams	How: In Person, Video
Topics: <ul style="list-style-type: none">• Phonological Awareness• Print awareness• Word recognition• Beginning decoding and spelling• Advanced word study• Vocabulary/oral language• Comprehension strategies• Writing• Content area reading strategies• Discipline specific literacy strategies• Text discussion• Explicit instruction• Use of assessment for planning instruction• Increasing intensity of instruction• Supports for all students, including students with disabilities and students who are gifted• Differentiated instruction		Topics: <ul style="list-style-type: none">• Assessing needs, fit and context of new innovations• Promoting buy-in and readiness for new innovations• Forming district and building leadership teams and teacher-based teams• Developing district and building leadership teams and teacher-based teams• Facilitating multi-level system of supports needs assessment for literacy• Supporting literacy in schoolwide reading model:<ul style="list-style-type: none">o Evidence-based practices and interventions;o Data integration;o Schoolwide reading assessment system;o Schoolwide reading schedule• Data collection, interpretation and problem-solving• Tier 1 curriculum auditing• Communication protocols• Grade-level reading schedules and instructional plans• Supports for all students, including students with disabilities and students who are gifted• School improvement action planning	

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Ohio Department of Education

Systems Coaching

What is a Systems Coach?

Systems Coaches possess content and coaching knowledge and skills that are required to implement the district's agreed upon practices. They are experts in **systems thinking, organizational change, and implementation science.**

Their primary focus is to build the district's capacity to engage in reflective practice through data based decision-making and a collective commitment to sustainable change at all levels of the system.

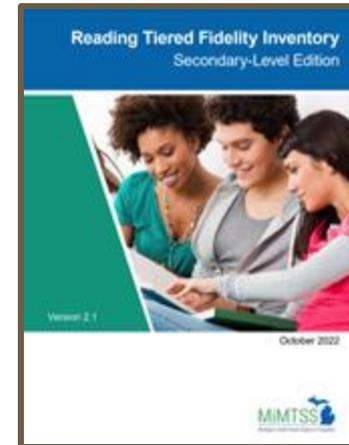
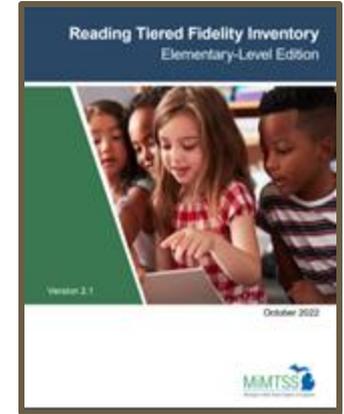
Appendix C: Coaching in Literacy (Ohio's Coaching Model)

Systems Coaching	
Goal: To develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices	
Who: Leaders, Teams	How: In Person, Video
Topics: <ul style="list-style-type: none">• Assessing needs, fit and context of new innovations• Promoting buy-in and readiness for new innovations• Forming district and building leadership teams and teacher-based teams• Developing district and building leadership teams and teacher-based teams• Facilitating multi-tiered system of supports needs assessment for literacy• Supporting fluency in schoolwide reading model:<ul style="list-style-type: none">◦ Evidence-based practices and interventions;◦ Data interpretation;◦ Schoolwide reading assessment system;◦ Schoolwide reading schedule• Data collection, interpretation and problem-solving• Tier 1 curriculum auditing• Communication protocols• Grade-level reading schedules and instructional plans• Supports for all students, including students with disabilities and students who are gifted• School improvement action planning	

Systems Coaching - As Defined in R-TFI 2.0

Activities designed to develop the capacity of individuals and teams to implement the reading components of a Multi-Tiered System of Supports (MTSS) framework, including analyzing data, managing assessments, communication with stakeholders, and determining professional learning opportunities need to intensify instruction. Staff at the school, district or State Support Team level can provide the system level coaching.

- From Reading Tiered Fidelity Inventory 2.0 MiMTSS



Creating the SWRP 1.0 (Implementation Plan - 2.0) after Administering the R-TFI

Systems Coaching

School-wide Reading Plan R-TFI 1.0

A school-wide reading model is a framework for the way a multi-tier system of supports (MTSS) for reading is organized, including shared leadership teams, implementation, resources, and evaluation. A school-wide reading plan is a subset of a school-wide reading model (MTSS) and is based on student data, (R-TFI) fidelity results, discussion of the building's implementation capacity, and (R-TFI) system-level coaching feedback. A school-wide reading plan details administrative and teaching staff activities to provide instructional support to all students, and may also include action items for coaches. A school-wide reading plan is documented annually and monitored by the Building Leadership Team three times a year. This template serves as a guide for the school-wide reading plan and is entirely optional. The basic components included here are expected to be described in any school-wide reading plan, though the format may differ.

School Information

Building name: C. Elementary School

District name: City School District

Date: April 19th & May 10th, 2022, Revisited October 18th,

Names and roles of team members responsible for developing and implementing the school-wide reading plan:

- (Principal)
- (Instructional Coach)
- (Assistant Principal)
- (Kindergarten Teacher)
- (1st Literacy Numeracy Teacher)
- (2nd Literacy Numeracy Teacher)
- (3rd Grade Teacher)
- (Intervention Specialist)
- (School Community Worker)
- (School Counselor)

S.M.A.R.T. Goal #1

1. When selecting a S.M.A.R.T. goal, consider diverse learners, teacher capacity, and multiple current data sources. Define S.M.A.R.T. goal #1 here. During the 2022-2023 school year, we will continue refining our building-wide Multi-Tiered Support System (MTSS) and grade level Teacher Based teams, focusing on Tier I, II, & III levels to support the needs of students. This plan will include established written guidelines and coaching support for the implementation of our Tier I phonics curriculum and instruction, the data decision framework utilized during TBTs, and the next steps for students who are not making progress (Tier II & III services). Progress will be measured by a 10% increase in the number of students at grade level benchmark from BOY to EOY Acadience Reading data, as well as reaching 100% on Tier 1 items of the Elementary R-TFI focusing on the following areas:
 - 1.6 The district uses a formal procedure for selecting curriculum, programs, and materials to provide Tier 1 reading instruction.
 - 1.9 Grade-level Instructional Plans include an emphasis on Tier 1 instruction.

The contents of this template were adapted from [Michigan's Integrated Behavior and Learning Support Initiative](#) and developed under a grant from the U.S. Department of Education, #H323A170026. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jennifer Coffey.

District Example : Warrensville Heights City Schools

Using the Systems Implementation Framework to support their Local Literacy Plan

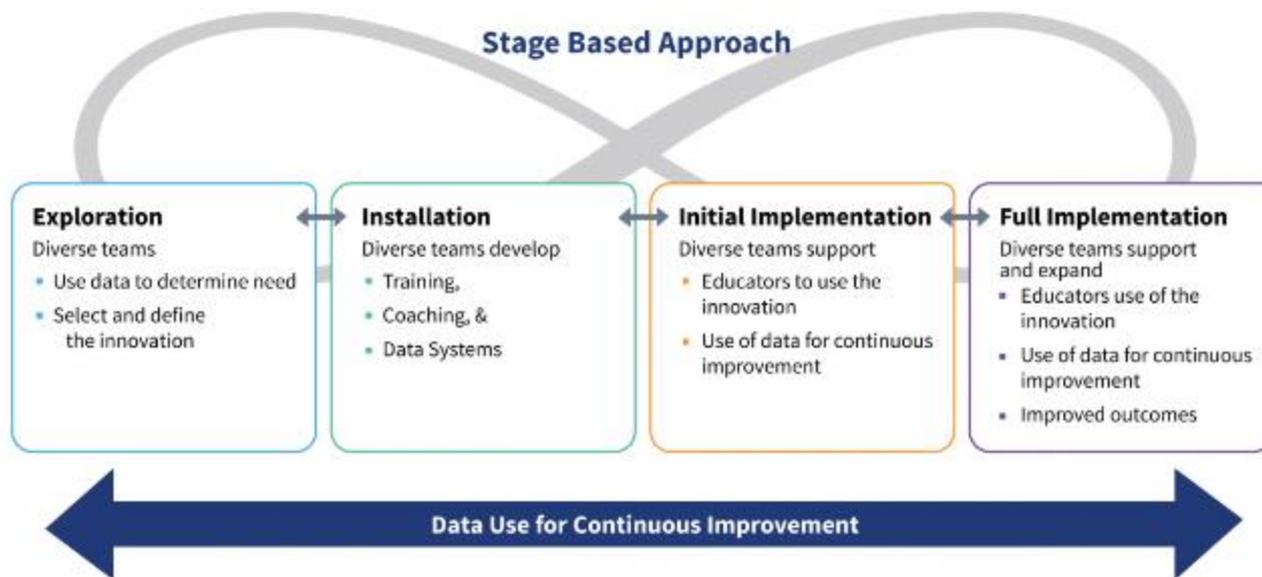


Systems Coaching - A driver towards implementation

Implementation is not an event. Implementation is “a specified set of activities designed to put into practice an activity or program” (Fixen, Naoom, Blase, Friedman, & Wallace, 2005).



How can I think about implementation at a systems level?



District Consideration

What do you have in place that you need to actually implement?



Tools to Support

[Implementation Stages Planning Tool v8
NIRN only Fillable.pdf](#)



Peer Coaching

What is peer coaching to you?



What is Peer Coaching?

- Peer coaching is something we DO. Not something we ARE.
- It provides a framework and tools for teams to use....*when you are not there.*
- Peer coaching requires a relationship between two or more people; *neither of which have authority over the other.*

For this work, peer coaching focuses on the classroom implementation of evidence-based literacy practices, helping teachers bring their professional learning to life in their classrooms.

“The most valuable resource that all educators have is each other. Without collaboration our growth is limited to our own perspectives.”

(Meehan, 2011)

Peer Coaching

Peer coaching offers a supportive, collaborative framework for teachers to bring professional learning to life in their classrooms.

Peer Coaching Examples

Collaborative	Formal
<ul style="list-style-type: none">◦ Teacher-based teams◦ Article and book studies◦ Conversations about student work◦ Video analysis and discussion◦ Intervention planning meetings (pre-referral, IAT RTI)◦ Instructional rounds	<ul style="list-style-type: none">◦ Coaching Cycles (Impact Cycle and Plan to Debrief)◦ Co-teaching◦ Co-planning◦ Modeling teaching practices

Warrensville Heights Elementary; “Tag Out Tuesday”

Tag Out Tuesday is an opportunity for teachers to observe their peers for 30 mins, looking for best practices and teaching strategies.

Teachers are given an observation form to assist in “look fors” and to collect notes that are not shared.

This non-evaluative, non-judgemental opportunity allow teachers to see other teachers in action.



Tools to Support

Ohio's Model for Peer Coaching for Professional Learning

Free, online professional development through the Ohio Department of Education's Learning Management System (LMS)

Learning Management System (LMS) Course List (As of November 2022)

Peer Coaching for Literacy

“Coaches help take all the ideas and practices they are learning and bring them to life. Without coaching, too often, no significant change occurs.”

(Knight, 2011c)

What is Instructional Coaching?

What is Instructional Coaching to you?



Instructional Coaching - Definition

- Instructional Coaches partner with teachers to analyze current reality, set goals, identify and explain teaching strategies to meet goals, and provide support until the goals are met.
- Instructional coaches see teachers as professionals and, therefore, as equal partners in coaching, and they position teachers as the decision makers.



Video - Instructional Coaching



Streetsboro City - Student Centered Coaching

Stages in a Student-Centered Coaching Cycle



- Diane Sweeney *The Moves*
- They involve in-depth work with a small group, a pair, or an individual teacher
- They focus on a goal for student learning that is driven by the standards
- They last approximately 4–6 weeks, and are typically tied to a unit of study
- They include at least one weekly 30–45 minute planning session to analyze student work and design instruction
- They include 1-3 times per week for the coach to be in the classroom to co-teach (notice and name, think aloud, teach in tandem, you pick four, or micro-model)



Streetsboro City - Resources

Streetsboro City - Melissa Oyer

Resources to Support Coaching

https://drive.google.com/file/d/1LVEcQwsdJud4donrkR4KTx9cEtvgm_RO/view?usp=sharing

<https://drive.google.com/file/d/1YEpWXtORWcNVzaEWDUFTeleXxw7IQSfm/view?usp=sharing>



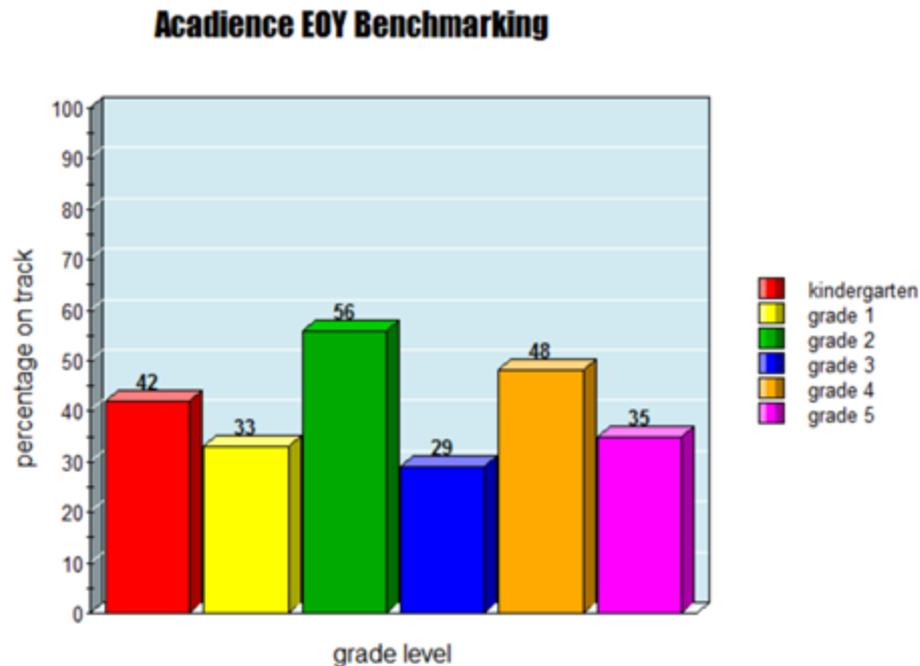
Choose your own adventure

Let's look at some scenarios to determine which coaching framework would best suit this schools/districts needs.

Example 1

Sunnyside Local Schools is a PK-12 system. Their executive leadership team did a data review at the end of the 2021 school year to determine the effectiveness of their school wide reading model. While their middle and high schools made adequate progress, their elementary school (right) didn't meet expectations (80% at TIER 1) in any grade level.

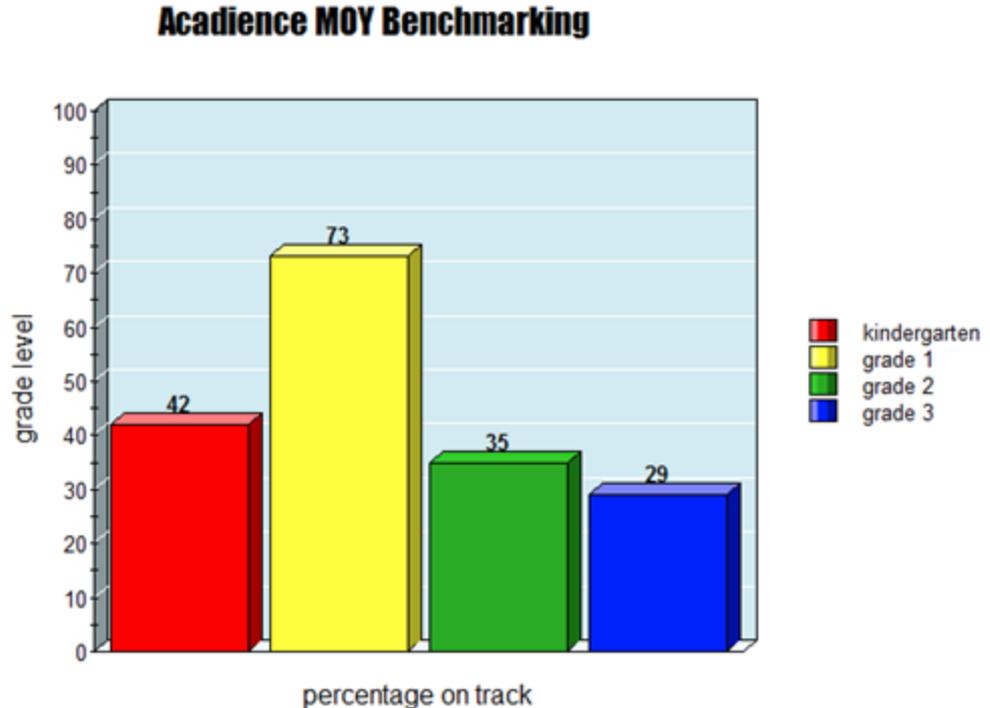
They know their elementary school needs help, but are unsure of next steps.



Example 2

Cedar Grove Elementary is a K-3 school. Their principal lead a BLT around literacy scores (right) and noticed one grade making significant growth.

They know the other teams need support but are unsure the path to take.

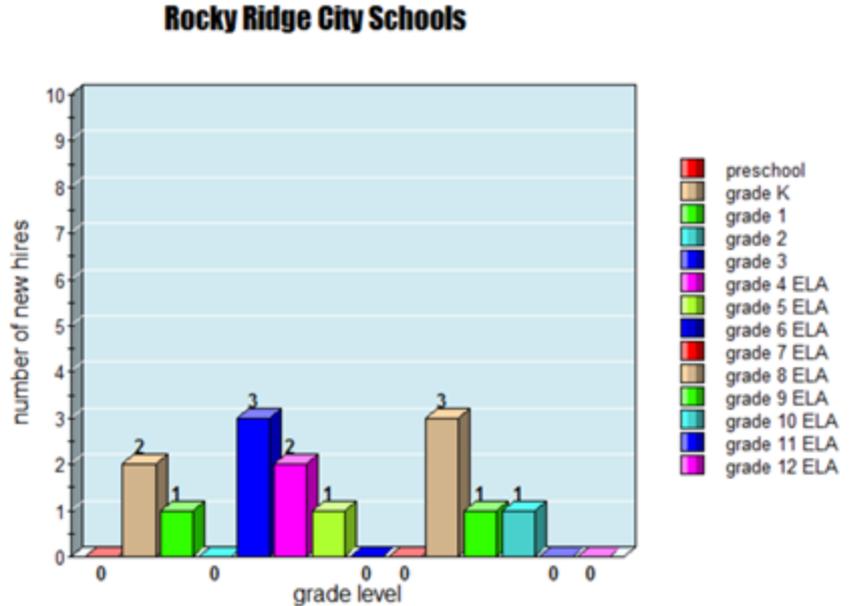


Example 3

Rocky Ridge City Schools has undergone significant reading reform which has resulted in major changes. They have seen dramatic increases in student achievement in all grades PK-12.

Their leadership team agrees that the combination of teacher professional development, quality instructional materials and coaching support has led to these exciting changes.

However, the district is about to undergo staffing changes (right). Their leadership team is determining next steps to make sure their reading reform efforts keep moving forward.



District Consideration

*Does your data suggest working/coaching at the **systems**, **instructional** or **peer level**?*

Help! Something isn't working....

MANAGING COMPLEX CHANGE

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	CHANGE
		Skills	+	Incentives	+	Resources	+	Action Plan	=	CONFUSION
Vision	+			Incentives	+	Resources	+	Action Plan	=	ANXIETY
Vision	+	Skills	+			Resources	+	Action Plan	=	GRADUAL CHANGE
Vision	+	Skills	+	Incentives	+			Action Plan	=	FRUSTRATION
Vision	+	Skills	+	Incentives	+	Resources			=	FALSE START

Applying our knowledge of coaching frameworks

Read the following case studies from the perspective of a colleague asking you for help. Apply your knowledge from this session to support next steps.

Example 1 - Troubleshooting

A colleague from a neighboring school district has come to you for support. Their school is undergoing a large shift from balanced literacy to a more structured approach. Progress has been small and your colleague is experiencing burn out from the number of teachers who need help, and how much time they actually have to support. Going from classroom to classroom doesn't seem to be working. What next steps or coaching framework could you suggest?



Example 2 - Troubleshooting

A colleague has recently been hired as Director of Teaching and Learning in a neighboring district. They have a strong background in the Science of Reading and are excited to bring this knowledge and professional development to a new team.

You colleague is surprised to find that this learning is being met with frustration and lack of implementation from most of the staff.

What support could you give this colleague?



Example 3 - Troubleshooting

You've recently been made principal of an elementary school who has a strong systems coaching framework/OIP.

Your literacy coach doesn't seem to have any difficulty working within the grade level teams, however, teachers seem reluctant to sign up for individual, one-on-one sessions. How could you support your coach's involvement within an instructional coaching framework?



What resources do I have to support? What have you tried?



What do we have to support implementation moving forward?

- [OIP Coaching Prompts](#)
- [R-TFI 2.0 Implementation Plan Template](#)
- [R-TFI 2.0](#)
- [PEERS Goal](#)
- [Listening Effectively Checklist](#)
- [Communication Profile](#)
- [School Readiness for Coaching](#)
- [Finding Common Ground](#)

District Consideration

Which coaching framework could you consider to implement your priorities?



Resource Review

<https://padlet.com/dhartwig1833/yobjz49jknyfzcoz>

- [Assessing Your School's Readiness for Coaching](#)
- [Copy of School Readiness for Coaching Assessment.docx](#)
- [One Thing You Can Do to Move Coaching Forward](#)
- [07 Finding Common Ground - Looking Ahead.pdf](#)

Thank you & Resources

Questions? Comments?

If your
actions
inspire
others to
dream more,
learn more,
do more &
become more,
**YOU ARE A
LEADER.**

- John Quincy Adams