Literacy Coaching Serving as A Way to Create Self-Efficacy in Educators, Stifle Teacher Burnout, and Improve Student Achievement Scores: A Framework for Coaching

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Abstract

Current legislation and push for higher student achievement has teacher expectations at an all-time high. Highly skilled teachers can significantly affect student growth, however more and more highly qualified teachers are leaving the field due to lack of appropriate support within their classrooms. This project argues for the importance of literacy coaching to create a collaborative and supportive environment for teachers. Literacy coaches are able to support teachers' best literacy practice, create an environment of collaboration, and provide ongoing and supportive professional development for the classroom teacher. This collaborative environment and ongoing support can combat teacher burnout and help teachers to create a sense of self efficacy in the classroom. This project will serve as a theoretical framework for a literacy coach position within a k-5 elementary school. The framework includes guiding principles for literacy coaches and two separate problem solving models to aid in effective coaching of staff and teachers in the area of literacy.

Key words: literacy coaching, student achievement, professional development, collaborative environment, teacher burnout, self-efficacy

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Chapter 1: Introduction

Problem Statement

Teachers across the country are suffering from burnout due to the heightened expectations for student scores, the recent legislature that requires more testing and rigorous teacher evaluations, and the lack of adequate professional development necessary for teachers to collaborate with colleagues to better their practice (Elish-Piper & L'Allier, 2011). A heightened demand for higher student achievement has intensified the spotlight on the expectations for teachers, and districts are struggling to keep the newest and brightest educators in the classroom. Young teachers, those who come with the latest teaching strategies to instruct the newest generation of learners, are leaving the profession at a rate that is 51% higher than that of their older colleagues (Williams, 2012). They also transfer within districts at a rate that is 91% higher than senior teachers (Williams, 2012). "Teachers' burnout has been recognized as a serious occupational problem in school systems worldwide" (Pietarinen et al., 2013, p. 62). Young teachers report that they want time to collaborate with colleagues and receive useful feedback from evaluations to grow as educators (Williams, 2012), something they are currently not getting. To improve teachers' sense of self efficacy and reduce teacher burnout, districts should employ a literacy coach in each building to create a collaborative community of educators that aids teachers in implementing content literacy strategies and effective literacy instruction.

Importance and Rational of Project

There is a growing body of research that has made clear that teacher expertise makes a significant impact on student achievement (Adnot et al, 2017; Wenglinsky, 2000; Stronge et al, 2007). The analysis of the importance of the teacher as "the primary catalyst for improvement in our schools" has put the spotlight on teachers as playing a key role in student achievement (Stronge et al, 2007, p. 167). Research supports that students taught by an exemplary teacher

grow more rapidly than students taught by a less skilled teacher, no matter the entry level abilities of the child (Elish-Piper & L'Allier, 2010). With growing expectations, teachers of today need supportive work places with reciprocal relationships amongst staff and meaningful feedback in order to grow their craft (Williams, 2012) and grow student achievement. Unfortunately, current reforms based on accountability and excellence ignore growing teacher competence and effectiveness (Stronge et al, 2007).

Matsumura, Garnier, Correnti, Junker, and DiPrima Bickel (2010) make note that about 16% of public school teachers leave schools each year, and the percentages are even higher in low-income districts. They assert that high teacher mobility presents multiple problems for schools. One significant problem presented was the attention needed from school leaders to mentor new teachers so that they can be brought to a certain level of competency. They also claim that the extensive number of new teachers disrupts the collaborative relationships teachers already have in place, and therefore, makes staff growth across numerous years difficult. Mobility may be caused by teacher burnout, which can be linked to an unhealthy social and emotional consciousness, and can lead to teachers feeling like they have nothing to gain from or give to their current professional position or communities (Jennings & Greenberg, 2009). Some educators leave the field while others remain in misery, creating harmful effects on students, districts, and communities (Jennings & Greenberg, 2009). This can be especially harmful when reviewing research regarding the effect teacher instruction has on student achievement.

Teacher coaching "aims to develop a sustainable learning community within a school" (Matsumura et al, 2010, p. 55). Cornett and Knight (2009) stated that coaching increases teacher efficacy, reflective thinking, and career satisfaction while also increasing professional climate and collaboration amongst staff. Their research has also shown that coaching positively impacts

teacher attitudes and student achievement. Teachers across the country would greatly benefit from having a specialist to provide guidance in developing and implementing effective literacy instruction. Coaching, and more specifically literacy coaching, can serve as a way to create self-efficacy in educators, stifle teacher burnout, and improve student achievement scores (Teemant, 2014; Cornett & Knight, 2009).

Background of Project

No Child Left Behind (NCLB) was enacted in 2002 to close student achievement gaps. As a result, high stakes testing now measures student achievement and is used for accountability for districts and teachers. Legislation which requires accountability tracking through high stakes testing, like NCLB, has had powerful impacts on teacher stress. One study determined that 30 % of teachers experience additional stress and anxiety associated with test-based accountability policies (Saeki et al., 2013). Added to this was Race to The Top (RTT) which was enacted during the Obama administration and called for a revamping of teacher evaluations, compensation, and the creation of incentives to reward effectiveness.

According to the National Council on Teacher Quality (NCTQ), for the 2018-2019 school year, 40% of teacher evaluations in Michigan were based on student growth (NCTQ, 2016). The media has called for improved evaluations and has gone as far as to call for the dismissal of poor performing educators (Wilson, 2015). Michigan policy calls for educators who are rated ineffective on three consecutive evaluations to be dismissed (NCTQ, 2016). This has put more stress on teachers to perform well and to have their students demonstrate improved achievement. This type of evaluation process also potentially pits teachers against one another in a competition for high scores, leaving them feeling isolated and alone in their classrooms.

Research has identified the teacher as a primary variable affecting student achievement within the classroom (Cornett & Knight, 2009). Consequently, further legislation will likely continue the call for more rigorous teacher evaluation criteria. This historical trend will only worsen the issue of teacher burnout as “it appears that test-based accountability policies have decreased teacher decision control and this has been associated with increased self-reported stress and negative workforce outcomes" (Saeki et al., 2013, p. 3).

However, in the early stages of reform, legislation was created in an attempt to improve reading achievement in schools with high poverty rates. Title 1 of the Elementary and Secondary Education Act (ESEA) aimed at funding a program to advance lower achieving students. Under this umbrella, pull out groups addressed underachieving students with the help of a reading teacher, or reading specialist. Thus begins the evolution of the literacy coach. Despite the large amount of money and effort afforded to this practice, desired results were not being met (Dole, 2004). The first occurrence of coaching as a form of teacher development was with Joyce and Showers (1981) who wrote about the importance of on-site coaching. In this practice, teachers observe multiple uses of strategies and demonstrate them in training situations to adopt a new practice. Literature and research began to stress the importance of the guidance of a coach alongside teachers as a form of professional development (Dole, 2004). In 2000, the ESEA was rewritten and expressed the importance and need for highly qualified teachers in the classroom. Extra money was allocated for the Title 1 program in low achieving schools and reading specialists began evolving into reading coaches to grow teacher skill set (Dole, 2004). Coaching positions were funded for reading instruction (Kraft, Blazar, & Hogan, 2018) in order to strengthen the quality of reading instruction and increase student learning. Many reforms relied

on the continuing education of teachers (Desimone, 2009). Coaching is a vital element in reform initiatives (Matsumura et al, 2010) and implemented properly, can have positive effects.

Statement of Purpose

Under the No Child Left Behind Act of 2001, "states and districts [are required] to provide high quality professional development for teachers as a primary means of increasing the likelihood that the quality of instruction and student achievement will improve" (as cited by Carlisle & Berebitsky, 2010, p. 774). As the limitations of traditional PD increase, more and more districts are turning to coaching to facilitate change and provide professional development. Literacy coaches can bridge the gap between research and practice and guide professionals in implementing research based literacy practices within their classrooms (Miller & Stewart, 2014).

The purpose of this project is to create a framework for a literacy coaching model which fosters a collaborative environment amongst teachers, creates self-efficacy in educators, aids in stifling teacher burnout, and improves student achievement. Specifically, this project will outline the components of this coaching model, how the model will be implemented and evaluated, and possible conclusions that can be drawn.

This yearlong, ongoing and intentional professional development program for teachers, is aimed at creating an open and supportive community to collaborate and problem solve literacy issues. Within the program outline, literacy coaches will guide teachers in improving teacher best practice in literacy. Teachers will attend in-service PDs, set literacy goals, and receive feedback from a literacy coach about current practice within the classroom. This collaboration and practice will alleviate some of the stressors that cause teacher burnout by aiding in helping teachers to feel supported while improving practice and in effect, increasing student achievement.

Research clearly defines the many benefits of literacy coaching (Teemant, 2014); (Cornett & Knight, 2009); (Elish-Piper & L'Allier, 2010) as well as the evidence that the highest student reading gains stem from classrooms whose teachers were supported by literacy coaches who spent the majority of their time coaching teachers and not on other activities (L'Allier, Elish-Piper, Bean, 2010). Articles and text exist that outline guiding principles (L'Allier, Elish-Piper, Bean, 2010; Carlisle & Berebitsky, 2010), trouble-shooting strategies, or 'big idea' overviews of coaching (Walpole & McKenna, 2013). However, there is a need for a practical program outline for principals and coaches to explicitly state a coach's responsibilities and yearly activity. This project will create a yearly plan for a coach, detailing week to week activities and responsibilities. This outline will be one that can be picked up and put into action immediately, as opposed to other text which detail what a coach's job 'may' entail. It will be ideal for an administrator looking for a practical outline to establish a Literacy Coaching position within a school. An administrator may also find it helpful that this project also contains an outline and materials for the evaluation of a coach at the end of the school year. It would also be beneficial for a current Literacy Coach looking to adopt a more structured job outline. The content which the literacy coach will instruct educators in or strategies they aid in implementing will not be specified in this framework. Content and strategy goals will be determined based on the needs of the community and team for which the coach is servicing.

Objectives of Project

The objective of this project is to provide a universal framework for a literacy coach position in a k-5 elementary school. This outline adheres to the International Literacy Association standards for a Literacy Coach (2017) by supporting teachers in implementing literacy instruction, analyzing assessments for evidence of student learning, and creating building

wide professional development programs. Along with aligning the program to ILA standards, it is recommended that literacy coach candidates meet the required criteria, set forth by the ILA, for program success.

The first objective is to create a calendar of events, or outline, for building professional development and coaching cycles. This calendar will separate a school year into six week rotations that will provide a coach with an overview of cycles, per grade level team. The schedule will also allow room for one on one coaching for teachers in need (requested by principal or on a volunteer basis).

The second objective will be to outline two separate problem solving methods. The first problem solving model is designed for literacy coaches to use one on one with teachers. This individual coaching model is a three phase model in which coaches guide teachers in critically thinking about a problem they have in their literacy instruction. Coaches help teachers make informed decisions based on data collection, research based literacy practices, and common core state standards. The second problem solving model is based on the Community Coaching Cohort Model (Miller & Stewart, 2014) and the Coaching Cycle (Sweeney & Harris, 2017). The two models combine to create a plan for coaches to meet with a team of teachers for a 6-9 week cycle to work on a collaborative, group goal that is determined by the teachers within the group. The group model allows for teachers to be actively engaged with their learning and professional development, while being supported by the coach and their colleagues.

The third objective will be to outline a metacognitive structure for appropriate questions when working with different individuals, personalities and needs throughout the coaching experience. A coach can use different approaches to strategically plan and facilitate healthy and productive conversations with reading teachers. Elena Aguilar, in *The Art of Coaching: Effective*

Strategies for School Transformation (2013), details John Heron's two coaching stances: facilitative and authoritative. These approaches offer coaches ways to thoughtfully act during a coaching session.

The final objective will be to include core principles for literacy coaching. The principles should be at the core of each literacy coaches' mission and should be the criteria held for the establishing a coaching position within a district.

Definition of Key Terms

No Child Left Behind (*NCLB*): significantly increased the federal government's role in holding schools accountable for student progress and put a special focus on underachieving groups of children

Race to The Top (*RTT*): a competitive grant awarded to schools for certain educational policies, such as teacher and administration performance based evaluation criteria, and the adoption of common standards

Self-Efficacy: refers to an individual's perception of his or her ability to influence events in the surrounding environment (Varghese et al., 2016)

Teacher Self Efficacy: "teachers' belief or conviction that they can influence how well students learn, even those who may be considered difficult or unmotivated by influences beyond teachers' control such as home environment, intelligence, and other external factors" (Eun, 2018, p.4)

Literacy Coach: a teacher leader with the responsibility of developing and enhancing literacy instruction with the goal of improving student reading and writing (Cornett & Knight, 2009)

Teacher Burnout: a syndrome resulting from prolonged teacher stress in which teachers lack in self efficacy

Illinois Snapshot of Early Literacy (ISEL): a reading performance inventory for early literacy skills. (Elish-Piper & L'Allier, 2010)

M.S. Ed.: a master's degree in education at an accredited university

Traditional Professional Development: short term, generalized teacher workshop designed to improve teacher practice (Desimone, 2009)

Limitations of Project

This literacy coaching framework is limited to the k-5 elementary school and is designed to fit the needs of all districts that employ a literacy coach per building. The success of this project will be contingent upon the support of administration in the building. The literacy coach will need to spend a majority of their time coaching teachers and their schedule and work load must reflect that. Administrators and coaches will need to collaborate closely to identify needed professional development for the building, establish or maintain a community of educators who value a growth mindset, and monitoring and adjusting teacher work load. Administration plays a key role in creating a culture of learning within the building that may encourage or stifle a growth mindset (Cornett & Knight, 2009). Teacher buy-in is also a key factor in the success of a literacy coach. Factors that may hinder teacher cooperation is the workload already on the teachers within a building. If administrators are asking for too much change, or too many new policies are implemented, teachers may be reluctant to engage in coaching (Cornett & Knight, 2009). An important aspect of any literacy coach's position is to foster trusting relationships with teachers and staff so that a community of support and growth can be formed. Teachers will need to approach the coach with a growth mindset and be willing to put in time to improve their practice in a collaborative setting with their coach and colleagues.

Chapter Two: Literature Review

Introduction

Teacher skill base and self-efficacy have an insurmountable effect on quality of literacy instruction (Cornett & Knight, 2009). As a result, districts have long attempted to expand educator knowledge through special training. Often, traditional trainings do not meet the needs of teachers and they are left to implement strategies on their own with little or no support. When a qualified individual in a school building is employed as a literacy coach, they can improve teacher collaboration, lessen the likelihood of teacher burnout (Matsumura et al, 2010), and improve student achievement scores by improving teacher best practice though ongoing, job-embedded professional development training (Cornett & Knight, 2009). This literature review is comprised of quantitative, qualitative, and mixed methods research that outlines evidence that quality teachers effect student achievement. It will discuss how traditional, one-shot professional development does not yield the wide spread implementation it should (Cornett & Knight, 2009) and conclude with evidence for student centered literacy coaching (Sweeney & Harris, 2017) as a solution that districts have been striving for to foster a sense of teacher self-efficacy and stifle burnout while showing the impact quality coaches and teachers can have on student achievement.

Theory/Rationale

Literacy coaching unlocks teacher potential, increases productivity, and creates the conditions conducive for learning (Fazel, 2013). These conditions include creating environments in which a regular part of teacher development is receiving and providing constructive feedback as a key to success (Kraft et al, 2018). Coaches engage in professional dialogue with teachers in order to guide them in improving classroom instruction, translate knowledge, and develop certain

skills (Kraft et al, 2018). This type of mentoring and instruction must be grounded in theory. Thus, this project is guided by two theoretical frameworks: social cognitive learning theory and experimental learning theory.

Social Cognitive Learning Theory

Teachers must be willing and active participants in the coaching model, active contributors to the learning experience, and take ownership for their own growth. Albert Bandura (2017), in "The SAGE Encyclopedia of Industrial and Organizational Psychology," summarizes:

> Social cognitive theory explains human accomplishments and well-being in terms of the interplay between individuals' attributes, their behavior, and the influences operating in their environment. According to this view, people are contributors to their life circumstances, not just the products of them. They are characterized by a number of basic capabilities. These include cognitive, vicarious, self-regulatory, and self-reflective capabilities that play a central role in human self-development, adaptation, and change. (p.2)

Teachers and coaches work together to accomplish goals. This process is deeply affected by the environment, people, and characteristics of participants in which they are engaged. Success will range based on each individual's commitment to growth and capability to adapt, change, and grow. The capabilities which Bandura lists, detail variables which effect learning in the coaching model.

Cognitive Capabilities. A teacher's capability to cognitively attend to the meaning coaching has for them and what emotional response they will have to the new information is dependent on the individual. This important contributing cognitive capability, according to Eun

(2018), is that teachers with a higher level of self-efficacy believe they can perform at a higher level, are more motivated, persist further through difficult obstacles, and have higher outcome expectations. Self-efficacy refers to an individual's perception of his or her ability to influence events in a surrounding environment (Varghese et al., 2016). Within social cognitive learning theory, the construct of self-efficacy among individuals is a strong predictor of performance and is essentially a negative or positive perception of one's own ability (Eun, 2018). Teacher self-efficacy refers to "teachers' belief or conviction that they can influence how well students learn, even those who may be considered difficult or unmotivated by influences beyond teachers' control such as home environment, intelligence, and other external factors" (Eun, 2018, p.4).

Coaching supports teachers in implementing student centered approaches to instruction as well as creating an environment conducive to collaboration with coaches and peers. Sweeney and Harris (2017) refer to the student centered coaching model in which coaching cycle goals focus on student achievement, as opposed to evaluation of the teacher. Cantrell, Hannah, and Hughes (2008) found that coaching and collaboration are important factors that contribute to the increase in teacher self-efficacy. Cornett and Knight (2009) also claim, through their meta-analysis of numerous studies, that "the sheer volume of studies showing an impact on teacher efficacy is impressive and persuasive" (p.210). Feedback is embedded in this theory as a way to indirectly bolster self-efficacy by affecting future performance (Eun, 2018). Prompt feedback is naturally embedded in the coaching cycle. Sweeney and Harris (2017) discuss a four stage coaching cycle in which the coach works closely with the teacher to plan and implement instruction. The coach works to give feedback and support the teacher during each stage of the coaching cycle.

Vicarious Capabilities. In the coaching model, teachers take part in vicarious experiences, like demonstrations by a master teacher, that give teachers the opportunity to

engage in mastery experiences with guidance and support (Eun, 2018). Through the practices of micro-teaching and co-teaching, Sweeney and Harris' (2017) coaching methods highlight the use of vicarious experiences. Teachers having the opportunity to teach in stride with a master teacher (co-teaching) and observe instruction for a small, but vital, portion of a lesson (microteaching), emulating the process of learning through interaction with their environment (Eun, 2018). "Observing successful models serves as vicarious source of efficacy enhancement because teachers come to believe they also possess the knowledge and skills to perform successfully what the models have achieved" (Eun, 2018, p. 7). This process allows teachers, with guidance from a coach, to reproduce models which yielded successful student growth.

Self-Regulatory and Self-Reflection Capabilities. The self-regulated nature of learning emphasizes the self-selection of one's goals, rather than having them forced upon by others, to positively influence a teacher's efficacy beliefs and to promote reflective practices to improve future learning (Eun, 2018). Sweeney and Harris (2017) express the importance of creating a relationship of equality with teachers to build a foundation of respect to work toward their goals. Emphasis is placed on the importance of co-planning learning goals and targets for students. In this process, teachers express what is needed from their students in an upcoming unit. A coach then guides them through the process of finding standards which match the teacher's desired outcomes for students. Coach and teacher then work side by side to establish learning targets and lesson plans. This core practice allows teachers to practice and create the principles which underlie a lesson, in the form of standard driven goal setting and lesson planning. Teachers are more apt to take ownership of this activity if they are equal co-creators to the process (Sweeney & Harris, 2017).

For teachers to internalize processes and understandings gleaned from the coaching cycle, extensive self-reflection and self-monitoring must take place (Eun, 2018). Coaches focus on concrete, goal-directed activities within the classroom so that student learning is intentionally linked to instructional practices (Eun, 2018). In student centered literacy coaching, the coach and the teacher work together to notice student evidence of progress towards a goal and name the potential use of this information in future instruction (Sweeney & Harris, 2017). This process Sweeney and Harris (2017) deemed, *noticing and naming*, guides the teacher in self-reflection with the use of student evidence. In this research supported process of giving feedback to support learning, coaches guide teachers through a reflective process of analyzing student evidence for learning, to determine the success of a lesson (Sweeney & Harris, 2017). This theory underpins the learning process this project hopes to engage teachers in during a literacy coaching program. After goal setting and instruction take place, teachers and coaches will work together to reflect, using on-going formative assessment, and look for opportunities to make informed instructional decisions moving forward (Sweeney & Harris, 2017).

Experimental Learning Theory

Experimental learning theory (ELT) draws upon the work of Dewey, Lewin, Piaget, and developed by Kolb, is a higher education management system that can be generalized by *learning by doing* (Fazel, 2013). According to Fazel (2013), this holistic learning approach takes place between the individual and the environment. He describes this theory as unique, as experiences are central to the learning process. ELT is a continual process that is grounded in experience in which learning is a process, not necessarily an outcome (Vince, 1998). This model is aligned with coaching in a theoretical learning cycle that consists of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Fazel, 2013).

Coaching cycles naturally embed this theoretical learning cycle within the process of coaching and learning. According to Sweeney and Harris (2017), concrete experience, or a direct experience in which thoughts are generated (Vince, 1998), is embedded in their stages of a coaching cycle through the shared experience of goal setting and through the use of microteaching and co-teaching in which a coachee is directly involved in the experience. Reflective observation, or reflecting on thoughts or actions generated from experience (Vince, 1998), is used often by coaches during an experience through 'think-alouds.' In this process coaches meta-cognitively think about instructional practice or planning and voice their thinking process out loud to create opportunities for reflection and shared learning (Sweeney & Harris, 2017). Abstract conceptualization, the drawing of rational conclusions based on experience (Vince, 1998), is central to the student centered coaching process detailed by Sweeney and Harris (2017) in which data is drawn through formative assessment and sorted in order to draw conclusions about student learning. These conclusions lead to active experimentation, or action initiated based on experience (Vince, 1998), in which next steps in instruction are based on student performance and a new plan for instruction is implemented. This learning by doing model is ongoing and cyclical throughout the coaching experience.

Research/Evaluation

Quality Teachers Affect Student Achievement

The most productive way to improve reading achievement is through quality classroom instruction (Adnot et al, 2017; Wenglinsky, 2000; Stronge et al, 2007). If quality teachers have such significant effects on student achievement and education, it is important to study the factors that create quality teachers. Hess and Sass (2011) claim that although teacher quality is key to student success, there is no consensus as to what factors designate a quality teacher. Resulting

from this lack of consensus, researchers and policy-makers have attempted to approach the issue from two fronts: economic and psychological (Araujo, Carneiro, Cruz-Aguayo, Schady, 2016).

In the value-added economic approach, teacher quality is measured through student test scores (Araujo et al, 2016). In a 2007 study, *Teacher Credentials and Student Achievement: Longitudinal Analysis with Student Fixed Effects*, Clotfelter, Ladd, and Vigdor analyzed student achievement data from 1994-2004 in North Carolina students, grades 3, 4, and 5, from whom their teachers could be identified. Through this study, they established that teacher credentials had a larger effect on student achievement than class size or socioeconomic characteristics of students. In another study, it was concluded that students who were taught by an exemplary teacher grew more rapidly than students taught by a less skilled teacher, no matter the entry level abilities of the student (Elish-Piper & L'Allier, 2010). Thus, the teacher in the classroom has more impact on student achievement than many other factors.

Work in education and psychology have determined teacher quality to be measured by the quality and effectiveness of interactions between the teacher and the students, an inside-the-classroom approach (Araujo et al, 2016). In a study of 24,000 kindergarteners in Equator, researchers determined that classrooms that had more positive interactions with students in the areas of emotional support, classroom organization, and instructional support, produced higher student achievement (Araujo et al, 2016).

Although reaching an overall consensus for the criteria that comprise the characteristics of a quality teacher is not yet agreed upon, evaluating the makings of a quality teacher from the two fronts of economics and psychology can give us a broad and developed view of some important contributing characteristics that likely contribute to quality instruction. Evaluating

teacher quality based on a combination of student achievement scores and amount of positive interactions had between the students and the teacher is a place to start.

Coaching Creates Quality Teachers. In this area, coaching serves to improve what researchers and policy-makers conclude to be a determiners of a quality teacher. Johnson, Finlon, Kobak, and Izard (2017) found that student-teacher interactions had positive improvement as a result of a peer coaching model in which a culture of observation and reflection was introduced. This, learning by doing, is directly aligned with what is known to be true about the learning process in which experience and reflection are central to the model of experimental learning (Fazel, 2013).

A lack of teacher skill base can have a tremendous impact on student achievement. Numerous studies and meta-analyses have linked literacy coaching to the increase in teacher skill set and the increase of student test scores (Kraft, Blazar, & Hogan, 2018; Teemant, 2014; Cornett & Knight, 2009; Miller & Stewart, 2014; Carlisle & Berebitsky, 2010; Elish-Piper & L'Allier, 2010). Quality teachers affect student achievement and coaches create quality teachers.

Traditional Professional Development

Teacher learning and continued development is key to improving schools in the United States (Desimone, 2009). In an attempt to grow teacher skill sets and develop a highly qualified staff, districts have implemented professional development programs to train teachers in content areas. Unfortunately, traditional professional development (PD) has not proven effective enough in the past, with low rates of transfer (Johnson et al, 2017). Traditional professional development can be characterized as short term, generalized teacher workshop, which is designed to improve teacher practice (Desimone, 2009). Effective PD programs, "By contrast… combine multiple components, such as in-service training, consultation, and individualized feedback, [and] have produced more promising and sustainable benefits" (Johnson et al, 2017, p. 462). They share

qualities such as: being a job-embedded practice for sustained duration with a focus on skills and continued learning (Kraft et al, 2018). Most district-provided PD lasts for a short period of time with minimal or short term effort put in by the teacher to implement new strategies for teaching (Desimone, 2009). Attending a PD workshop with no follow-up is not effective professional development (Cornett & Knight, 2009) and is insufficient in providing teachers the multifaceted learning needed to improve practice (Kraft et al, 2018). The experimental learning theory stresses the importance of extending learning from modeling, to direct experience within the classroom and importantly, reflection on practice (Vince, 1998), a quality not embedded in traditional PD. In *Examining the Relationship between Literacy Coaching and Student Reading Gains in Grades' K–3*, Elish-Piper and L'Allier (2011) state that coaching models observe a higher gain than traditional PD models. Traditional professional programs are typically a one-size-fits-all mold that covers an extensive amount of content in a short period of time. Coaching, however, is ongoing, job-embedded, and differentiated (Elish-Piper & L'Allier, 2011). The coaching model holistically embeds direct experience in which teachers learn by doing.

Coaching and the Effect on Student Achievement

While traditional PD doesn't always give results, there is evidence that employing a highly qualified literacy coach improves student achievement and teacher self-efficacy (Cornett & Knight, 2009). Literacy coaching yields a 16 to 29 percent improvement in student literacy achievement than that associated with traditional professional development (Elish-Piper & L'Allier, 2011). Greater gains in student scores are associated with literacy coaching than those made from traditional PD or from a change in curriculum (Elish-Piper & L'Allier, 2011). In Elish-Piper and L'Allier's (2011) study, they concluded that the PD of a literacy coach positively affected student achievement. The time with teachers during those coaching hours was also a predictor. Coaching brought about higher gains when coaches spent at least one third of their

time collaborating with teachers. Most traditional professional development seminars do not have the ability to aid teachers in implementing literacy strategies within their classrooms.

Literacy coaches maintain a positive relationship with educators, mentoring them and aiding in current research to support the implementation of strategies over a long period of time. In a similar study, *Literacy Coaching as a Form of Professional Development*, Carlisle and Berebitsky (2010) compared three sets of scores from fall, winter, and spring of students in districts whose teachers had a literacy coach, to those who did not. Results consistently showed that the students whose teachers were supported by a literacy coach achieved at higher levels, regardless of teacher experience or attitude.

In an additional analysis conducted by Elish-Piper and L'Allier (2010), *Exploring the Relationship Between Literacy Coaching and Student Reading Achievement in Grades K–1*, they assert that employing literacy coaches within school districts, through the implementation of professional development for teachers, will subsequently improve student reading achievement. In this correlational study, student fall and spring test scores were analyzed from the Illinois Snapshot of Early Literacy (ISEL). There were six subtests. Hierarchical linear modeling and multiple regression modeling were used to analyze the relationship between literacy coaching activities and student achievement. The researchers found that K-1 students made "statistically significant gains on all analyzed subtests of the ISEL as well as on the ISEL as a whole" (p.168). The researchers did an analysis of variance to then determine the outcome of the relationship between literacy coaches and student achievement. They noted that "in three of the five predictive models, there was a positive relationship between the number of observation hours and total student gain" (p. 170). Another finding Elish-Piper and L'Allier derived from their analysis was that the students whose teachers were supported by a reading coach who held a

Reading Specialist Endorsement and were enrolled in an M.S. Ed. reading program made the most gains. The literacy coach who held those credentials also had the highest interactions with teachers. Adversely, the students whose teachers were supported by a coach who did not hold any reading endorsements or certificates, "consistently showed the lowest average gain on the subtests of the ISEL" (p. 170) and also had the lowest interactions with teachers. Literacy coaching is highly successful in improving student achievement scores when coaches spend the duration of their time with teachers, supporting and collaborating, and are highly qualified in literacy instruction. Coaching serves as the 'missing link' between professional learning and the transfer of skills that teachers need to improve practice and effect student achievement (Cornett & Knight, 2009).

Stifling Teacher Burnout through Coaching

According to Carlisle, Cortina, and Katz (2011), student achievement and teacher self-efficacy, have a positive correlation. Teachers view student achievement as an evaluation of their own work, and therefore, when student achievement is up, so is an educator's confidence in their own capabilities. They then have a higher sense of efficacy and higher expectations for students; an excellent predictor of student growth (Carlisle et al, 2011). According to social cognitive theory, a teacher's sense of self efficacy is an essential cognitive contributor to the successful learning process and a key predictor of student success (Eun, 2018). Cornett and Knight (2009) share Edward's nine outcomes of cognitive coaching increasing: 1) student test scores, 2) teacher efficacy, 3) teacher complex thinking, 4) teacher career satisfaction, 5) professional school climate, 6) teacher collaboration, 7) professional assistance available to teachers, 8) personal benefits to teachers, and 9) others in the community. Outcomes 2-8 are directly related to the positive impact coaching has on teachers. In a three-year study analyzing teacher interviews

titled, *The Impact of Literacy Coaches: What Teachers Value and How Teachers Change*, Vanderburg and Stephens (2010) concluded that teachers felt a sense of empowerment and appreciated the opportunity to collaborate with a coach and other colleagues. Teachers in the study valued the ongoing support and coaching in research based instructional strategies. Perhaps the most profound findings to come from this study was that the teachers focused less on how their practice had changed, but more on how they had re-envisioned themselves as teachers and felt an increased sense of agency (Vanderburg & Stephens, 2010). Varghese, Garwood, Bratsch-Hines, and Vernon-Feagans (2016) corroborated these findings, as they determined that there was a distinct positive relationship between teachers' growth in classroom management efficacy and student literacy achievement brought about through literacy coaching. Therefore, having a staff of teachers, supported by a literacy coach, with a high sense of self-efficacy is incredibly important for learning, as evident in the importance of one's cognitive capabilities in the social cognitive learning theory.

Effective Coaches

Time Allocation and Credentials. Dole (2004) writes of the evolution of coaching, developing from the funding of reading specialists in buildings with low student achievement rates. When reports surfaced that this type of intervention was not reaching the intended results, districts began to turn to research that supported literacy coaching to instruct teachers in intervention. Dole details the unique position of reading specialists as a candidate to transform into coaches. As coaching evolved, coaching time was allocated to both students and teachers. This slow evolution grew the list of coach responsibilities, and many coaches struggled to allocate time. In more recent studies it has been found that an effective coach should spend at least one third of their time working directly with teachers (Elish-Piper & L'Allier, 2010) and the

remainder of their time partnering with the school leader (Sweeny & Harris, 2017) and preparing for coaching cycles. Equally important as time allocation are the credentials a coach carries. Elish-Piper and L'Allier (2010) found that the qualifications of a literacy coach matter greatly in effecting student achievement and teacher success. The researchers' findings stress the importance skill sets have on the success of a coaching program and irrefutably, effective coaches should hold a higher degree in the emphasis area of literacy or reading and preferably have experience in teacher mentoring. Dole (2004) expresses the critical need for knowledge of current literacy practices when he gives the example of a school's stagnated growth when the reading coach did not know enough about comprehension instruction to assist teachers in moving them onto a more advanced stage of reading instruction. Effective coaches should hold a higher degree in the area of reading (Elish-Piper & L'Allier, 2010), maintain learning on current literacy practices (Dole, 2004), have experience as a classroom teacher, and effective communication skills (Toll, 2013).

Best Practice. Coaching best practice should align to the learning theories discussed earlier in this project. In *Using Instructional Consultation to Support Faculty in Learner-centered Teaching*, Kebaetse and Sims (2016) found that coaching, which they refer to as consultation, was a "proactive approach to learner-centered teaching" (p. 31) when they used three phases of instruction to facilitate learning: 1) exploration, 2) modeling, and 3) reflection facilitated through coaching and scaffolding. This practice aligns directly to social cognitive learning theory and experimental learning theory in that the teacher skill set and sense of self efficacy is built up through a cycle of reflective and collaborative coaching interactions and cycles. Kebaetse and Sims (2016) explained the nature of the consultants' work as coaches and the success derived from the coaches' ability to create a safe environment in which the coach

was focused on the needs, aspirations, and goals of the cooperating teacher. The coaches in the study remarked on the importance of tailoring each experience to the individual and meeting them where they are in the learning process.

In *The Art of Coaching: Effective Strategies for School Transformation*, Aguilar (2013) explains the art of the *coaching dance*. The dance consists of three steps which guide the coaching conversation with a teacher. The first step in this dance is for a coach to listen. Listening allows teachers to unravel their thinking and the coach time for observation. This time is spent intentionally listening to what the client is saying and is not a time for opinion or advice, just observation. The second step in this dance is to utilize the use of questions to clarify or probe for deeper thinking and to give the client time for reflection. Finally, the third step of the dance differs based on the individual. Aguilar (2013) introduces John Heron's two approaches to helping professionals during a coaching conversation: facilitative and authoritative. In a facilitative approach, a coach is working to guide learning and reflection. In an authoritative approach to conversation, the coach takes a more direct instructional role. Best coaching practices allow a coach to navigate back and forth between the two approaches as needed. This individualized instruction is essential to best meet the needs of teachers and help a coach to scaffold teacher learning. Kebaetse and Sims (2016) found that using scaffolding techniques, such as "(a) simplifying the task, (b) providing feedback, (c) providing options and explanations, and (d) using probing questions," (p. 35) were key in helping teachers to model and reflect on practice.

Coaching operates in cycles of learning, whether it be the cycle present within a coaching conversation (Aguilar, 2013) or in general stages of coaching (Sweeney & Harris, 2017). Within these cycles of differentiated instruction, a best practice coach will use models for problem

solving. Toll (2016) describes a successful problem solving model that is one in which starts where the teachers shows interest, develops a clear map as to where to go from there, and contains appropriate places to use data to inform instructional decisions. A coach's instruction is multifaceted and changes with each group of teachers or each individual.

Summary

Social cognitive theory and experimental learning theory inform coaches of the way in which adults learn. Bolstering a learners cognitive, vicarious, self-regulatory, and self-reflective capabilities through experience create circumstances conducive to learning (Eun, 2018; Fazel, 2013; Bandura, 2017). This 'learning by doing' model is at the core of coaching and is the process that increases teacher skill set (Fazel, 2013). Teachers have a direct and powerful effect on student achievement (Clotfelter, Ladd, & Vigdor, 2007). Teacher quality can be generalized in two facets: economical and psychological (Araujo et al, 2016). Psychologically speaking, a quality teacher will have many positive student-teacher interactions. Coaching is linked to improving student-teacher interactions through modeling and reflection (Johnson et al, 2017). From an economic standpoint, quality teachers produce higher student achievement. Numerous studies have proven that coaching as professional development has a positive effect on student achievement (Elish-Piper & L'Allier, 2011; Cornett & Knight, 2009; Carlisle & Berebitsky, 2010). Any professional development should be grounded in the theoretical frameworks of the social cognitive learning theory and the experimental learning theory in order to create the best possible outcome for learning. The traditional, one shot PD, has not yielded desired results in wide spread teacher implementation of best practices (Cornet & Knight, 2009). Coaching, however, asks teachers to interact with and learn from their environments through an on-going practice of reflection and feedback. Using literacy coaches within districts as this on-going

professional development model has a stronger positive correlation with student growth than traditional professional development models (L'Allier & Elish-Piper, 2011) Researchers found that uses literacy coaching as a model for creating quality teachers has a greater effect on raising student achievement than do other factors, such as changes to curriculum, demographic of students (L'Allier & Elish-Piper, 2011), teacher experience and attitude (Carlisle & Berebitsky, 2010). Literacy coaches bring teachers a sense of self efficacy and encourages collaboration within schools, which is directly related to what is known to create positive outcomes, as outlined as a critical cognitive capability in the social cognitive learning theory. This helps to alleviate teacher burnout rates and additionally, teacher self-efficacy is linked to improving student achievement scores in reading (Vanderburg & Stephens, 2010).

Coaches should be highly qualified and prescribe to using best practice for instruction. This includes appropriate questioning and communicating skills, individualized and scaffolded instruction, and the use of problem solving methods and coaching cycles. Bridging the gap between learning literacy practices and implementing best practices, is through literacy based coaching. Having highly qualified teachers with a sense of self efficacy, and who continue on-going professional development is of the utmost of significance. Literacy coaching is how we achieve this goal.

Closing

In order to improve teachers' sense of self efficacy and reduce teacher burnout, districts should employ a highly qualified literacy coach in each building to create a collaborative community of educators and aid teachers in implementing content literacy strategies. The literacy coach should present in-service PD on research based instructional practice in teaching literacy strategies and continue on-going coaching with individual teachers and groups of teacher

teams. The literacy coach is charged with creating time for teachers to collaborate, support instructional needs within the classroom, and aid in modeling best practice. Teacher evaluations and current legislation have teachers feeling alone and lacking in self-efficacy. Districts need to ensure that students are receiving the best possible education by supporting staff with a coach that carves out time to collaborate and support teachers in gaining self-confidence while continuing to expand their knowledge base and best practice. This is a long term problem in education that districts attempt to combat with single professional development sessions. This ongoing problem needs a resolve that can shift with the educational climate. The solution is in ongoing, job-embedded literacy coaching to support teachers in instructional practice, stifle the growing rates of teacher burnout, and meet the ultimate goal of higher student achievement.

Chapter Three: Project Description

Introduction

The growing expectations demanded of teachers is causing educators to burnout and leave the profession at alarming rates. Research has shown that the most productive way to improve reading achievement is through quality classroom instruction (Adnot et al, 2017; Wenglinsky, 2000; Stronge et al, 2007), therefore creating an urgent need to reverse the trend of burnout amongst teachers. Literacy coaching is a way in which to offer teachers on-going support in growing their craft and achieving their goals. It serves as a way to foster a collaborative environment amongst teachers, create self-efficacy in educators, and aid in stifling teacher burnout to improve student achievement. This project provides a framework and guide for a literacy coach to use when implementing a coaching program in their district. It will begin by detailing the objectives of the project and explaining the components that meet those objectives. The components include calendar and schedules of coaching cycles, group and individual problem solving models, metacognitive questioning structures for coaching meetings, and a list of core principles that a coach should adhere to. It will then include ways to evaluate project effectiveness through data collection and the process of implementation. The project will close with anticipated conclusions as a result of project implementation, drawn from research presented in prior chapters.

Project Components

This project outline aligns to the International Literacy Association standards for a Literacy Coach (2017) by supporting teachers in implementing literacy instruction, analyzing assessments for evidence of student learning, and creating building wide professional development programs. When utilizing these approaches, coaching is a holistic approach to

learning, which takes place between the teacher, the coach, and the classroom. Classroom experiences are central to the learning process, and the cyclical coaching model is aligned with learning by doing and grounded in the Experimental Learning Theory (Fazel, 2013).

The first component to this project is to outline a calendar of events for building professional development coaching cycles. As cited by Sweeney and Harris (2017), organizing coaching through cycles provides job-embedded opportunities to apply professional development. The *Literacy Coaching: Group Cycle Calendar* (Appendix A) organizes the 2019-2020 school year into six, six-week cycles that serve as an outline for time frames in which coaches will meet with each grade level team for group coaching. This schedule anticipates and plans accordingly for possible times out of school, such as spring break and popular holidays. Along with the yearly overview of group coaching cycles, this project includes a *Literacy Coaching: Coaching Calendar* (Appendix B) that features six weeks of a day to day coach's schedule. This schedule outlines hour by hour the responsibilities of a coach. Each week progresses through the cycles for group and individual coaching. In this six week set of weekly plans, it outlines the meetings for one group coaching cycle and four individual coaching cycles. After this six-week set is completed, it is designed to begin again at week one, and the cycle repeats with a new grade level group team and four more individual teachers. Within this time frame, coaches spend approximately 54% of their time working directly with teachers. Elish-Piper and L'Allier (2011) make claims, supported by their research, that the time spent directly with teachers during coaching hours was a predictor of success. They go further to explain that coaching brings about higher gains when coaches spent at least one third of their time collaborating with teachers. This schedule meets and exceeds these expectations for success. Included in this set of weekly schedules are also appointments to meet with administration, other

literacy leaders, and research up-to-date information on literacy practices. This directly aligns with the next component, *Literacy Coaching: Core Principles for Coaching* (Appendix C). A coaching schedule must allow time to practice core principles of a successful coach. There is time reserved in the schedule for coaches to stay current on their research pertaining to literacy advances and best practices. This aligns with core principle one: coaches are literacy leaders. The schedule also incorporates time for coaches to meet with leadership and other literacy members of the school community, which is core principle six: coaches work closely with leadership and core principle five: relationships are important. These eight guiding principles should serve as a guide for general coaching protocol as well as an outline for leadership of the role of a coach within a district.

Within the coaching cycles, guided by the core principles of a literacy coach, are two outlines for problem solving models. The first model, *Literacy Coaching: Problem Solving Method for Group Coaching* (Appendix D), is a three phase cycle that consists of planning, reflecting and adjusting, and evaluating student learning. During each phase, a coach aids teachers in making informed decisions based on data collection. There are multiple sessions in phase one and two that facilitate standards based goal setting, and lesson planning and implementation with continuous reflection on practice through analysis of student work. The final phase has the group looking at student work and determining who met the learning targets and next steps for those who did not.

The second model, *Literacy Coaching: Problem Solving Method for Individual Coaching* (Appendix E), is a three phase multidirectional model for use coaching individuals. This model typically begins in the planning stage, progresses to the reflecting stage, and the evaluating stage, and then repeats. However, during any point in this model a coach and teacher may decide it is

beneficial to move in either direction within the cycle. In the first stage, a coach fosters a productive and supportive relationship by listening to the teacher's goals. The coach then guides the teacher in developing standards based learning targets for their students based on those goals and supports them in planning lessons to meet those targets. In between each stage, teachers and coaches work together in the classroom to provide instruction. The coach supports the classroom teacher by co-teaching, micro-teaching, thinking aloud real time moves as they are made, and aiding the teacher in collecting evidence of student learning (Sweeney & Harris, 2017). In the next stage, teacher and coach meet to analyze classroom data, reflect on impact of instruction, and adjust instruction. After instruction takes place again, or many more times, the coach and teacher will meet for stage three. In this stage, as partners, the teacher and coach will review student growth and plan further small group instruction if necessary.

The final component to this project is an outline of metacognitive structures for appropriate questioning. In Elena Aguilar's book, *The Art of Coaching: Effective Strategies for School Transformation* (2013), she details John Heron's two coaching stances: facilitative and authoritative. These approaches offer coaches ways to thoughtfully act during a coaching session. In her text, she includes a set of sentence stems (Appendix F) for coaches to use during individual coaching sessions that facilitate conversations based on the needs of the teacher. Aguilar explains the first approach to teachers as a facilitative approach. This approach is used when a coach feels stuck and needs to engage the teacher in conversation, or when help is needed to elicit thinking or process through emotion. The three approaches which fall under the facilitative framework are: (1) the Cathartic Approach: allows teachers/principals to express and process emotion before moving forward; (2) the Catalytic Approach: powerful when a client is facing a challenge and needs opportunities to reflect; and (3) the Supportive Approach:

supporting and acknowledging behaviors that lead to meeting ones goals successfully. The second approach to conversation a coach may take is authoritative and is used when a coach wishes to push a client's thinking or engage them in positive outlooks. The three approaches which fall under the authoritative framework are: (1) Confrontational: addressing biases head on and asking for evaluation; (2) Instructive: giving advice for success- recommending resources- becoming a thinking partner; and (3) Prescriptive: stepping in and prescribing next steps when policy or morality are challenged.

Project Evaluation

This project will be assessed in three different ways. In the first, teachers will participate in a Likert scale survey before and after a cycle with the coach. Before beginning a coaching cycle, each participant will fill out a five-point Likert scale that evaluates teacher confidence and personal sense of self efficacy (Appendix G). This survey will ask teachers to agree or disagree with statements that evaluate their perception of their skill set and ability to improve instruction. The same survey will be taken by teachers to measure growth in this area. An additional five-point Likert survey will be given to evaluate the effectiveness of coach support from the perspective of the teacher (Appendix H). It will ask questions gauging the effectiveness of the support given by the coach and how knowledgeable they were on topics pertaining to literacy. It will also include a self-reflection piece asking teachers to reflect on ways in which their practice changed or improved.

The second way in which this project will be evaluated is by analyzing student scores and growth rates. Student fall, winter, and spring test scores will be analyzed on district required assessments in all areas of reading in the coaching year and will be compared to scores of students in the prior, non-coaching, year. Percentages of students who made their intended

growth in the prior year can also be compared with percentages of students who made their intended growth in the coaching year.

The final way in which to evaluate the effectiveness of this project is for a coach to gather percentages of students who are proficient at the desired learning targets, based on pre-test scores, at the start of the coaching cycle and compare them to the percentage of students proficient at learning targets focused on throughout the cycle, according to the post-test. By the end of the school year, a coach should have compiled compelling evidence of student growth based on pre/post tests conducted in classrooms during coaching cycles.

Project Implementation

This project will be presented to administration at a k-12 public school in northern Michigan. This school has large teaching teams with as many as six teachers in kindergarten alone. In order for administration to implement this theoretical outline successfully, they will have to employ a highly qualified individual to fill the full-time literacy coach position. This individual should hold a M.Ed. in reading as well as a reading specialist endorsement of some kind. It will also be understood that the coach's primary job is to coach teachers and the brunt of their time should be spent mentoring. Administrators will also want to have coverage for teachers during certain coaching times, as well as provide recertification points at the end of the cycle.

Project Conclusions

Using this framework, a qualified literacy coach in an elementary building will foster a collaborative environment, create ongoing professional development, support teachers in reflective learning, and promote research based literacy practices. This will improve student achievement literacy scores across the school. Teachers have the greatest effect on student

learning and through literacy coaching, improved knowledge about teaching reading and reading practices can be achieved. “Research has shown that teachers’ knowledge about reading improves when they participate in intensive, extended programs of professional development in reading” (Carlisle & Berebitsky, 2010, p. 775). This project framework establishes methods of problem solving with individual teachers and a group of teachers that allows educators to, over the course of the year, own and drive their learning, while receiving support, guidance, and research from a coach. Teachers within buildings who employ literacy coaches will have more of a growth mindset and have a higher sense of self-efficacy, be more practiced in collaborative settings, and will have support in implementing research based best literacy practices. In effect, student achievement will benefit from having teachers who regularly participate in ongoing, supportive, research based professional development, and who feel a heightened sense of self-efficacy and are less likely to leave the field, and more likely to provide results.

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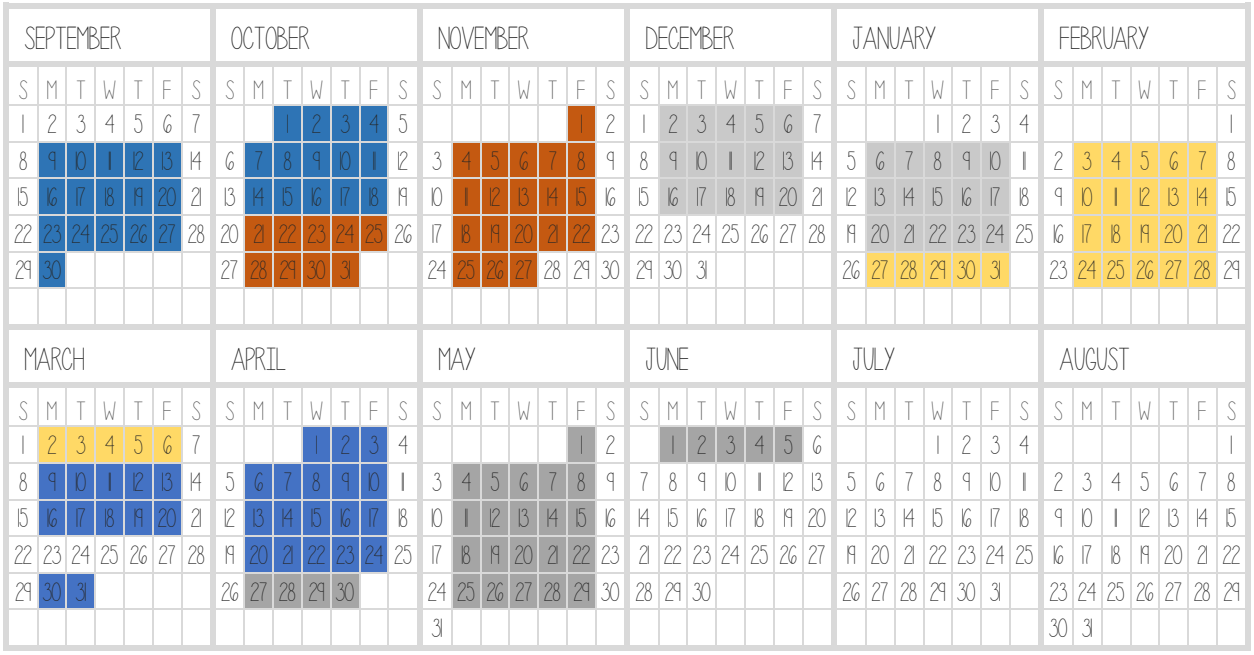
Appendix A

Literacy Coaching: Group Cycle Calendar

literacy coaching: GROUP CYCLE CALENDAR 2019-2020

LITERACY COACHING	SCHOOL NAME:	EACH GROUP COACHING CYCLE TAKES PLACE IN A 6 WEEK CYCLE
	NAME OF COACH:	GROUPS WILL BE ORGANIZED BY GRADE LEVEL

PROJECT PHASE	STARTING	ENDING	PROJECT PHASE	STARTING	ENDING
CYCLE 1	09/09/2019	10/18/2019	5TH GRADE PD	09/09/2019	10/18/2019
CYCLE 2	10/21/2019	11/27/2019	4TH GRADE PD	10/21/2019	11/27/2019
CYCLE 3	12/02/2019	01/24/2020	3RD GRADE PD	12/02/2019	01/24/2020
CYCLE 4	01/27/2020	03/06/2020	2ND GRADE PD	01/27/2020	03/06/2020
CYCLE 5	03/09/2020	04/24/2020	1ST GRADE PD	03/09/2020	04/24/2020
CYCLE 6	04/27/2020	06/05/2020	KINDERGARTEN PD	04/27/2020	06/05/2020



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Appendix B

Literacy Coaching: Coaching Calendar

Time Spent Directly With Teachers: 125 hours

54% of Coaching Time Is Spent With Teachers

Reflecting and Documenting

Prep Time

Professional Development

Collaborative Meetings

Total Hours in Six Week Schedule: 231

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literacy coaching: COACHING CALENDAR: WEEK ONE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15- 8:15			**Group Cycle PLC** Student learning goals for unit Outline instruction		
8:00- 9:00	**Individual Teacher A Cycle:** Student learning goals Plan Instruction	**Individual Teacher A Cycle:** Co-teach/ micromodel, observe	**Reflect** on group goal setting PLC	**Individual Teacher A Cycle:** Co-teach/ micromodel, observe	**Individual Teacher A Cycle:** Co-teach/ micromodel, observe
9:00- 10:00	**Reflect** on teacher A planning and goal setting meeting	**Individual Teacher A Cycle:** Debrief and reflect- plan next steps	**Meeting** Weekly meeting with LLI teacher/ leader	**Individual Teacher A Cycle:** Debrief and reflect- plan next steps	**Individual Teacher A Cycle:** Debrief and reflect- plan next steps
10:00- 11:00	**Plan** Wednesday's PLC Meeting	**Reflect** Document prior coaching cycle and growth Review teacher satisfaction surveys		**Plan** literature for group cycle	**Group Cycle** Plan 'I can' statements and lesson plans as team for unit Create schedule for co-teaching/ micro-modeling/ observation Plan pre/post assessment
11:00- 12:00	**Meeting** Weekly Debrief with Leadership				
12:00- 12:40					
12:40- 1:40	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher B Cycle:** Co-teach/ micromodel, observe	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher B Cycle:** Co-teach/ micromodel, observe	**Individual Teacher B Cycle:** Co-teach/ micromodel, observe
1:40- 2:40	**Individual Teacher B Cycle:** Student learning goals Plan Instruction	**Individual Teacher B Cycle:** Debrief and reflect- plan next steps		**Individual Teacher B Cycle:** Debrief and reflect- plan next steps	**Individual Teacher B Cycle:** Debrief and reflect- plan next steps
2:40- 3:40	**Reflect** on teacher B planning and goal setting meeting				**Plan** for and **Reflect** on group cycle planning session
3:40- 4:15	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers

literacy coaching: COACHING CALENDAR: WEEK TWO

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15- 8:15			**Group Cycle PLC** Collect student pre-tests and alter instruction accordingly		
8:00- 9:00	**Individual Teacher A Cycle:** Analyze student data and adjust instruction	**Individual Teacher A Cycle:** Co-teach/ micromodel, observe	**Reflect** on group PLC	**Individual Teacher A Cycle:** Co-teach/ micromodel, observe	**Individual Teacher A Cycle:** Co-teach/ micromodel, observe. Assess
9:00- 10:00	**Reflect** on teacher A student data meeting	**Individual Teacher A Cycle:** Debrief and reflect- plan next steps	**Meeting** Weekly meeting with LLI teacher/ leader	**Individual Teacher A Cycle:** Debrief and reflect- plan next steps	**Individual Teacher A Cycle:** Debrief coaching cycle/ analyze data/ next steps
10:00- 11:00	**Plan** Wednesday's PLC Meeting	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Reflect** Teacher A: Document and reflect on coaching cycle
11:00- 12:00	**Meeting** Weekly Debrief with Leadership	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC in classroom experience	
1200- 1240					
12:40- 1:40	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher B Cycle:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Individual Teacher A Cycle:** Co-teach/ micromodel, observe	**Individual Teacher B Cycle:** Co-teach/ micromodel, observe. Assess
1:40- 2:40	**Individual Teacher B Cycle:** Analyze student data and adjust instruction	**Individual Teacher B Cycle:** Debrief and reflect- plan next steps	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher A Cycle:** Debrief and reflect- plan next steps	**Individual Teacher B Cycle:** Debrief coaching cycle/ analyze data/ plan next steps
2:40- 3:40	**Reflect** on teacher B student data meeting	**Group Cycle PLC:** Co-teach/ micromodel, observe		**Group Cycle PLC:** Co-teach/ micromodel, observe	**Reflect** Teacher B: Document and reflect on coaching cycle
3:40- 4:15	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers

literacy coaching: COACHING CALENDAR: WEEK THREE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15- 8:15			**Group Cycle PLC** Analyze formative assessment and adjust instruction accordingly		
8:00- 9:00	**Individual Teacher C Cycle:** Student learning goals Plan Instruction	**Individual Teacher C Cycle:** Co-teach/ micromodel, observe	**Reflect** on group PLC	**Individual Teacher C Cycle:** Co-teach/ micromodel, observe	**Individual Teacher C Cycle:** Co-teach/ micromodel, observe
9:00- 10:00	**Reflect** on teacher C planning and goal setting meeting	**Individual Teacher C Cycle:** Debrief and reflect- plan next steps	**Meeting** Weekly meeting with LLI teacher/ leader	**Individual Teacher C Cycle:** Debrief and reflect- plan next steps	**Individual Teacher C Cycle:** Debrief and reflect- plan next steps
10:00- 11:00	**Plan** Wednesday's PLC Meeting	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Reflect** Teacher C: Document and reflect on coaching cycle
11:00- 12:00	**Meeting** Weekly Debrief with Leadership	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC in classroom experience	
1200- 1240					
12:40- 1:40	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher D Cycle:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Individual Teacher D Cycle:** Co-teach/ micromodel, observe	**Individual Teacher D Cycle:** Co-teach/ micromodel, observe
1:40- 2:40	**Individual Teacher D Cycle:** Student learning goals Plan Instruction	**Individual Teacher D Cycle:** Debrief and reflect- plan next steps	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher D Cycle:** Debrief and reflect- plan next steps	**Individual Teacher D Cycle:** Debrief and reflect- plan next steps
2:40- 3:40	**Reflect** on teacher D planning and goal setting meeting	**Group Cycle PLC:** Co-teach/ micromodel, observe		**Group Cycle PLC:** Co-teach/ micromodel, observe	**Reflect** Teacher D: Document and reflect on coaching cycle
3:40- 4:15	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers

literacy coaching: COACHING CALENDAR: WEEK FOUR

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15- 8:15			**Group Cycle PLC** Review student evidence of learning- adjust instruction		
8:00- 9:00	**Individual Teacher C Cycle:** Analyze student data and adjust instruction	**Individual Teacher C Cycle:** Co-teach/ micromodel, observe	**Reflect** on group PLC	**Individual Teacher C Cycle:** Co-teach/ micromodel, observe	**Individual Teacher C Cycle:** Co-teach/ micromodel, observe. Assess
9:00- 10:00	**Reflect** on teacher C student data meeting	**Individual Teacher C Cycle:** Debrief and reflect- plan next steps	**Meeting** Weekly meeting with LLI teacher/ leader	**Individual Teacher C Cycle:** Debrief and reflect- plan next steps	**Individual Teacher C Cycle:** Debrief coaching cycle/ analyze data/ next steps
10:00- 11:00	**Plan** Wednesday's PLC Meeting	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Reflect** Teacher C: Document and reflect on coaching cycle
11:00- 12:00	**Meeting** Weekly Debrief with Leadership	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC in classroom experience	
1200- 1240					
12:40- 1:40	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher D Cycle:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Individual Teacher D Cycle:** Co-teach/ micromodel, observe	**Individual Teacher D Cycle:** Co-teach/ micromodel, observe. Assess
1:40- 2:40	**Individual Teacher D Cycle:** Analyze student data and adjust instruction	**Individual Teacher D Cycle:** Debrief and reflect- plan next steps	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher D Cycle:** Debrief and reflect- plan next steps	**Individual Teacher D Cycle:** Debrief coaching cycle/ analyze data/ plan next steps
2:40- 3:40	**Reflect** on teacher D student data meeting	**Group Cycle PLC:** Co-teach/ micromodel, observe		**Group Cycle PLC:** Co-teach/ micromodel, observe	**Reflect** Teacher D: Document and reflect on coaching cycle
3:40- 4:15	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers

literacy coaching: COACHING CALENDAR: WEEK FIVE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15- 8:15			**Group Cycle PLC** Review student evidence of learning- adjust instruction		
8:00- 9:00	**Individual Teacher E Cycle:** Student learning goals Plan Instruction	**Individual Teacher E Cycle:** Co-teach/ micromodel, observe	**Reflect** on group PLC	**Individual Teacher E Cycle:** Co-teach/ micromodel, observe	**Individual Teacher E Cycle:** Co-teach/ micromodel, observe
9:00- 10:00	**Reflect** on teacher E planning and goal setting meeting	**Individual Teacher E Cycle:** Debrief and reflect- plan next steps	**Meeting** Weekly meeting with LLI teacher/ leader	**Individual Teacher E Cycle:** Debrief and reflect- plan next steps	**Individual Teacher E Cycle:** Debrief and reflect- plan next steps
10:00- 11:00	**Plan** Wednesday's PLC Meeting	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Reflect** Teacher E: Document and reflect on coaching cycle
11:00- 12:00	**Meeting** Weekly Debrief with Leadership	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC in classroom experience	
1200- 1240					
12:40- 1:40	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher F Cycle:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Individual Teacher F Cycle:** Co-teach/ micromodel, observe	**Individual Teacher F Cycle:** Co-teach/ micromodel, observe
1:40- 2:40	**Individual Teacher F Cycle:** Student learning goals Plan Instruction	**Individual Teacher F Cycle:** Debrief and reflect- plan next steps	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher F Cycle:** Debrief and reflect- plan next steps	**Individual Teacher F Cycle:** Debrief and reflect- plan next steps
2:40- 3:40	**Reflect** on teacher F planning and goal setting meeting	**Group Cycle PLC:** Co-teach/ micromodel, observe		**Group Cycle PLC:** Co-teach/ micromodel, observe	**Reflect** Teacher F: Document and reflect on coaching cycle
3:40- 4:15	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers

literacy coaching: COACHING CALENDAR: WEEK SIX

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15- 8:15			**Group Cycle PLC** Review student evidence of learning- adjust instruction		
8:00- 9:00	**Individual Teacher E Cycle:** Analyze student data and adjust instruction	**Individual Teacher E Cycle:** Co-teach/ micromodel, observe	**Reflect** on group PLC	**Individual Teacher E Cycle:** Co-teach/ micromodel, observe	**Individual Teacher E Cycle:** Co-teach/ micromodel, observe. Assess
9:00- 10:00	**Reflect** on teacher E student data meeting	**Individual Teacher E Cycle:** Debrief and reflect- plan next steps	**Meeting** Weekly meeting with LLI teacher/ leader	**Individual Teacher E Cycle:** Debrief and reflect- plan next steps	**Individual Teacher E Cycle:** Debrief coaching cycle/ analyze data/ next steps
10:00- 11:00	**Plan** Wednesday's PLC Meeting	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Review student post-tests (evaluate growth) reflect on cycle
11:00- 12:00	**Meeting** Weekly Debrief with Leadership	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC in classroom experience	**Reflect** And document group PLC for student growth
1200- 1240					
12:40- 1:40	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher F Cycle:** Co-teach/ micromodel, observe	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Individual Teacher F Cycle:** Co-teach/ micromodel, observe	**Individual Teacher F Cycle:** Co-teach/ micromodel, observe. Assess
1:40- 2:40	**Individual Teacher F Cycle:** Analyze student data and adjust instruction	**Individual Teacher F Cycle:** Debrief and reflect- plan next steps	**Literature** Review on Current Reading and Coaching Instruction	**Individual Teacher F Cycle:** Debrief and reflect- plan next steps	**Individual Teacher F Cycle:** Debrief coaching cycle/ analyze data/ plan next steps
2:40- 3:40	**Reflect** on teacher F student data meeting	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Reflect** Teacher E: Document and reflect on coaching cycle	**Group Cycle PLC:** Co-teach/ micromodel, observe	**Reflect** Teacher F: Document and reflect on coaching cycle
3:40- 4:15	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers	**Prep:** Answer emails- resources for teachers

Appendix C

Literacy Coaching: Core Principles for Coaching

literacy coaching:
CORE PRINCIPLES FOR COACHING

principle 1 COACHES ARE LITERACY LEADERS
Coaches must hold up to date knowledge on current literacy research. They should be familiar with a school's current reading curriculum and be a voice in decisions made for all reading changes within a school.

principle 2 COACHES SUPPORT- NOT EVALUATE
Coaching functions to meet teachers at their current level of literacy practice and support them in achieving their standards based goals for their students. Coaches do not evaluate. Putting a coach in a position to evaluate degrades the trusting teacher-coach relationship necessary for coaching.

principle 3 COACHING GOALS ARE STANDARDS BASED AND STUDENT CENTERED
During coaching cycles, goals are made with the state standards in mind. Goals are made for student achievement and not for teachers. Coaches are not fixing teachers- coaches are aiding teachers in improving student achievement.

principle 4 EFFECTIVE COACHES SPEND MOST OF THEIR TIME WITH TEACHERS
Coaching time is best utilized as side by side with teachers, planning, teaching, or reviewing student data. At least one third of a coach's schedule should be spent collaborating with teachers.

principle 5 RELATIONSHIPS ARE IMPORTANT
Successful coaching requires a level of trust that only a positive, collaborative relationship can produce. Coaches should be able to communicate ideas in a non-threatening way and be able to work with a myriad of personalities.

principle 6 COACHES WORK CLOSELY WITH LEADERSHIP
Coaching needs the support of school leadership to be successful. Partnering and working together as a team to implement new literacy practices and create an environment conducive to collaboration is essential to seeing results from coaching.

principle 7 COACHES PARTNER WITH TEACHERS
The relationship between a coach and a teacher is that of partners with shared responsibility in student achievement. The coach is neither the expert, nor the observer. They partner together to create goals, plan and provide instruction, and evaluate student learning.

principle 8 TEACHERS SET THEIR OWN GOALS
Coaches aid teachers in reaching the goals they set for student learning. Coaches must be respectful of this practice and refrain from setting goals we believe the teacher must meet. Coaches are not there to fix teachers, they are there to guide, support, and aid in meeting their goals.

CREATED BY: Jamie Grant 2019

Appendix D

Literacy Coaching: Problem Solving Method for Group Coaching

literacy Coaching:
PROBLEM SOLVING METHOD FOR GROUP COACHING

Phase One  Phase Two  Phase Three 

SESSION ONE | SESSION TWO | SESSION THREE | SESSION FOUR | SESSION FIVE | SESSION SIX | SESSION SEVEN | SESSION EIGHT

SESSION ONE: PLANNING	• Develop standards based goals for student learning
	• Student thinking required for standard and goal for learning: What should students be able to know, do, and understand to meet the learning goal and standards
	• Develop learning targets based on goals for student learning (I can statements)
	• Criteria to consider:
	  ○ Is the target written in kid-friendly language?
	  ○ Does the target focus on learning rather than a task or activity?
	  ○ Can this target be measured?
	  ○ Is the target just right in size? Does it contain only one action or piece of content?
	  ○ Is there a balance of knowledge, reasoning, and skills across a set of learning targets?
	Sweeney, D., & Harris, L. (2017). Student-centered coaching: The moves. Thousand Oaks, CA: Corwin.

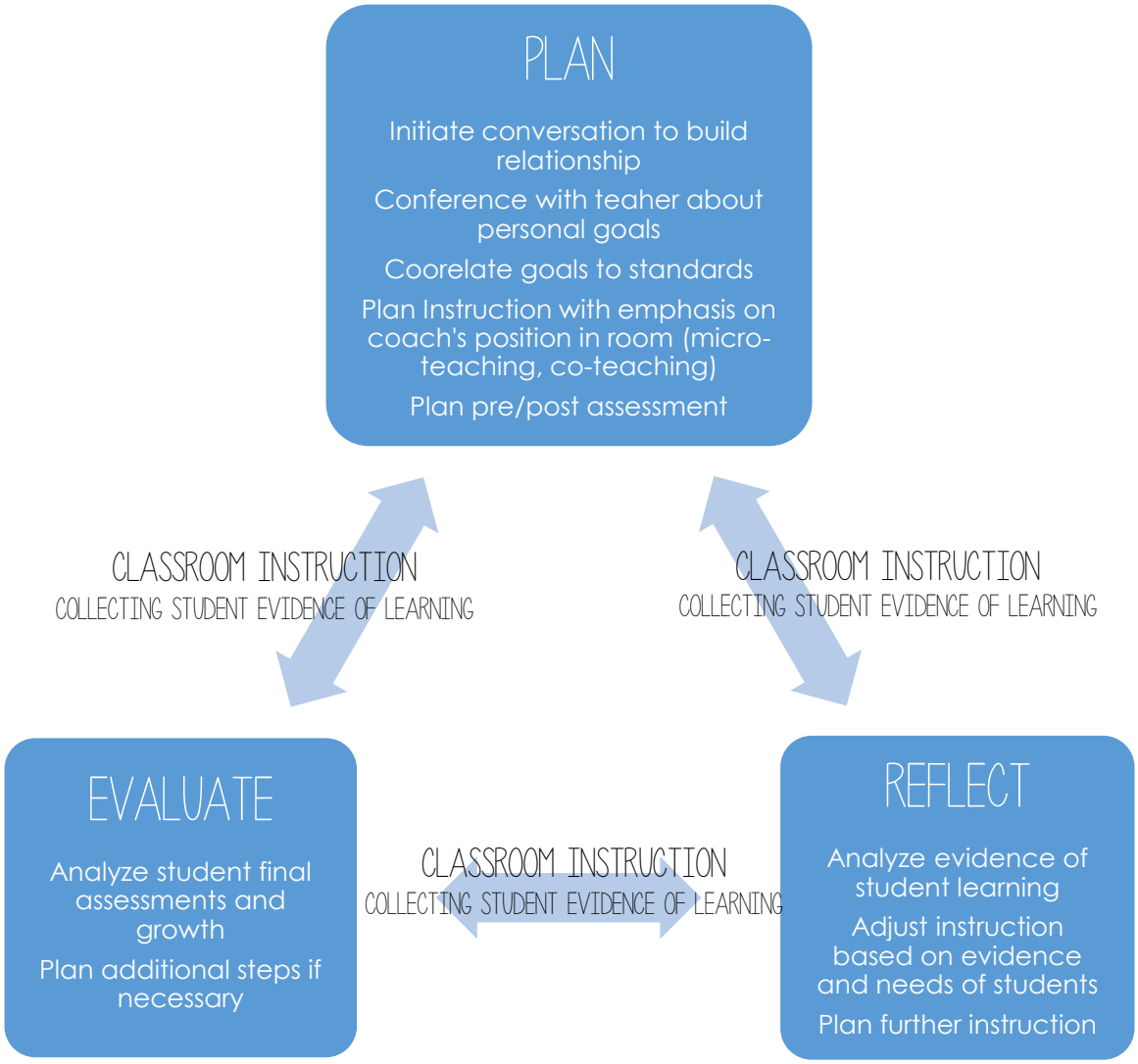
SESSION TWO: PLANNING	• Create Success Criteria for learning targets ○ Scales/ Rubrics • Develop pre and post assessments to measure student growth for unit one • Briefly outline 3-5 lessons • Determine schedule and function of coach during for in-class coaching (micro-modeling or co-teaching)
SESSION THREE: REFLECT AND ADJUST	• Analyze student pre-tests and adjust instruction accordingly • Briefly outline 3-5 lessons • Determine schedule and function of coach during in-class coaching (micro-modeling or co-teaching)
SESSION FOUR: REFLECT AND ADJUST	• Analyze formative assessment and adjust instruction accordingly • Determine schedule and function of coach during in-class coaching (micro-modeling or co-teaching) • Briefly outline 3-5 lessons
SESSION FIVE: REFLECT AND ADJUST	• Analyze formative assessment and adjust instruction accordingly • Determine schedule and function of coach during in-class coaching (micro-modeling or co-teaching) • Briefly outline 3-5 lessons
SESSION SIX: REFLECT AND ADJUST	• Analyze formative assessment and adjust instruction accordingly • Determine schedule and function of coach during in-class coaching (micro-modeling or co-teaching) • Briefly outline 3-5 lessons
SESSION SEVEN: REFLECT AND ADJUST	• Analyze formative assessment and adjust instruction accordingly • Determine schedule and function of coach during in-class coaching (micro-modeling or co-teaching) • Briefly outline 3-5 lessons
SESSION EIGHT: EVALUATE STUDENT LEARNING	• Review student post-tests (evaluate growth) • Reflect on cycle CREATED BY: Jamie Grant 2019

Appendix E

Literacy Coaching: Problem Solving Method for Individual Coaching

literacy Coaching:

PROBLEM SOLVING METHOD FOR INDIVIDUAL COACHING



Appendix F

Questioning Stems

Coaching Sentence Stems

Active Listening Stems

So ...

In other words ...

What I'm hearing, then, ... Is that correct?

What I hear you saying is ... Am I missing anything?

I'm hearing many things ...

As I listen to you, I'm hearing ... Is there anything else you feel I should know?

Clarifying Stems

Let me see if I understand ...

I'm interested in hearing more about ...

It would help me understand if you'd give me an example of ...

So are you saying (or suggesting) ... ?

Tell me what you mean when you ...

Tell me how that idea is similar to (or different from) ...

To what extent is ... ?

I'm curious to know more about ...

I'm intrigued by ...

I'm interested in ...

I wonder ...

Nonjudgmental Responses

I noticed how when you ... , the students really ... (to identify something that worked and why it worked)

What did you do to make the lesson so successful?

I'm interested in learning (or hearing) more about ...

Probing Stems

What's another way you might ... ?

What would it look like if ... ?

What do you think would happen if ... ?

How was ... different from (or similar to) ... ?

What's another way you might ... ?

What sort of an effect do you think ... ?

What criteria do you use to ... ?

When have you done something like ... before?

What do you think ... ?

How did you decide ... (or come to that conclusion)?

FACILITATIVE COACHING

Cathartic Stems

I'm noticing that you're experiencing some feelings. Would it be OK to explore those for a few minutes?

What's coming up for you right now? Would you like to talk about your feelings?

Wow. I imagine I'd have some emotions if that happened to me. Are you experiencing strong feelings?

Catalytic Stems

Tell me about a previous time when you ... How did you deal with that?

I hear you're really struggling with ... How do you intend to start?

It sounds like you're unsatisfied with ... What would you do differently next time?

You've just talked about five different things you want to work on this week. The last thing you mentioned is ... How important is this to you?

Supportive Stems

I noticed how when you ... the students really ... (to identify something that worked and why it worked)

It sounds like you have a number of ideas to try out! It'll be exciting to see which works best for you!

What did you do to make the lesson so successful?

I'm interested in learning (or hearing) more about ...

Your commitment is really inspiring to me.

It sounds like you handled that in a very confident way.

You did a great job when you ...

I'm confident that you'll be successful.

DIRECTIVE COACHING

Confrontational Stems

Would you be willing to explore your reasoning about this?

Would you be open to examining the assumptions behind your reasoning?

I'd like to ask you about ... Is that OK?

What's another way you might ... ?

What would it look like if ... ?

What do you think would happen if ... ?

How was ... different from (or similar to) ... ?

What sort of an effect do you think ... would have?

I'm noticing (some aspect of your behavior) ... What do you think is going on there?

What criteria do you use to ... ?

Informative Stems

There's a useful book on that topic by ...

An effective strategy to teaching ... is ...

You can contact ... in ... department for that resource ...

Your principal will be in touch with you about that.

Prescriptive Stems

I would like you to discuss this issue with your supervisor.

You need to know that the school's policy is ...

Have you talked to ... about that yet? Last week you said you planned on doing so.

Would it be OK if I shared some advice that I think might help you? You're welcome to take it or leave it, of course.

I'd like to suggest ...

Appendix G

Literacy Coaching: Teacher Survey

Literacy Coach: Teacher

PRIOR TO BEING COACHED...

I am comfortable with the idea of being supported by a literacy coach.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I am confident in my ability to create learning targets for student learning based on standards.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I am confident in my ability to collect student evidence of learning throughout my lessons.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I am confident in my ability to analyze evidence of student learning and adjust instruction accordingly.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I am confident in my overall skills as a reading teacher.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I feel an excitement and passion for teaching reading.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I have the skill set to help my students succeed in reading.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

Literacy Coach: Teacher

AFTER BEING COACHED...

I am comfortable with the idea of being supported by a literacy coach.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I am confident in my ability to create learning targets for student learning based on standards.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I am confident in my ability to collect student evidence of learning throughout my lessons.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I am confident in my ability to analyze evidence of student learning and adjust instruction accordingly.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I am confident in my overall skills as a reading teacher.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I feel an excitement and passion for teaching reading.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I have the skill set to help my students succeed in reading.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

I feel supported in my practice.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

ADDITIONAL COMMENTS...

I feel supported in my practice.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

ADDITIONAL COMMENTS...

CREATED BY: Jamie Grant 2019

Appendix H

Literacy Coaching: Coach Survey

Literacy Coach: Teacher

MY COACH...

...was an effective listener.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...communicated effectively and consistently.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...is knowledgeable in the area of reading instruction.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...is skilled in facilitating productive conversations.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...was a reliable and resourceful partner in the classroom.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...engaged me in reflective thought.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...supported my student goals for learning.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...was skilled in helping to grow my practice as a reading teacher.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

Literacy Coach: Teacher

MY COACH...

...was an effective listener.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...communicated effectively and consistently.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...is knowledgeable in the area of reading instruction.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...is skilled in facilitating productive conversations.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...was a reliable and resourceful partner in the classroom.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...engaged me in reflective thought.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...supported my student goals for learning.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

...was skilled in helping to grow my practice as a reading teacher.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Strongly Disagree Strongly Agree

Literacy Coach: Teacher

In what ways have you benefited from this coaching cycle?

How has your thinking grown or changed through this process?

Literacy Coach: Teacher

In what ways have you benefited from this coaching cycle?

How has your thinking grown or changed through this process?

CREATED BY: Jamie Grant 2019

Appendix H

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Expected completion date	Apr 2019
Expected size (number of pages)	75
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TITLE: Literacy Coaching Serving as A Way to Create Self-Efficacy in Educators, Stifle Teacher Burnout, and Improve Student Achievement Scores: A Framework for Coaching

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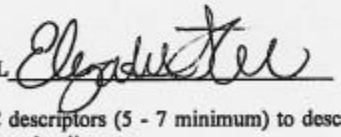
SUPERVISOR'S SIGNATURE OF APPROVAL 

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