

Read to be Ready Coaching Framework Beliefs and Tenets

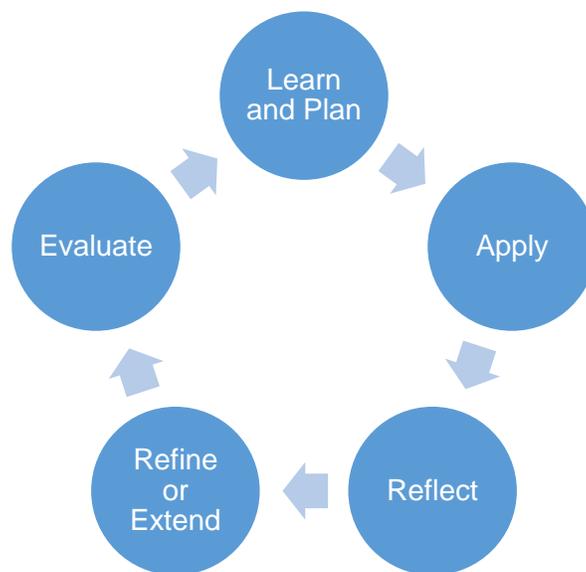
Framework Rationale and Beliefs:

- We believe that **high expectations** and **effective instruction** in grades K–3 can cause students to become proficient readers.
- We believe that **improving reading instruction** in grades K–3 is a **valuable investment** and prepares students for a future of academic, personal, and professional success.
- We believe to achieve the dramatic academic growth we're aiming for, schools and districts need a **plan of support** that is high impact, sustainable, and proven to work.
- We believe that the kind of **ongoing, job-embedded professional support** that is needed for continuous learning and sustained application is only possible at the school or district-level.

Tenets of Effective Coaching:

- We embrace that being **goal oriented** increases the focus of conversations between coaches and teachers.
- We embrace that coaching conversations will be **driven by evidence** and focused on student learning.
- We embrace that **collaboration** between the coach and the teacher supports the development of a reciprocal relationship.
- We embrace that coaches being **open to voice and choice** honors teacher expertise, builds teacher ownership, and fosters practice improvement.
- We embrace that **reflective practices** enhance the ability to identify strengths, opportunities for growth, and next steps for action.
- We embrace that **modeling, team teaching, and implementation of new practices** creates opportunities for new learning to occur.

The Coaching Cycle



Learn and Plan		
Provides professional learning opportunities that align to the Tennessee standards for professional learning		
Formal Professional Development Sessions	Planning	
		
	Consultant	Collaborator Coach
<p>Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning</p> <p>Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p> <p>Implementation: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p>Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<p>Model Planning: The coach models the metacognition behind effectively planning for implementation of a specific pedagogical practice.</p>	
	<p>Co-Planning: The coach and the teacher(s) interact as equal parties engaged in shared decision making working towards a common goal. This might be conducted one-on-one or may be facilitated with a larger group.</p>	
	<p>Planning Conversation: The coach utilizes probing questions to engage the teacher in planning for an upcoming lesson. Questions focus on ensuring a deep and specific discussion of the literacy content and the pedagogy that will support student learning around the instructional practice, student outcomes, and content, otherwise known as the Instructional Triangle. The teacher commits to enacting what has been discussed. The teacher identifies the type and format of evidence that will be collected to evaluate the progress towards stated student and pedagogical goals.</p>	
<p>Goal Setting: The “Learn and Plan” portion of the coaching cycle anchors the learning for teachers through the establishment of teacher, system, and student goals. Specific goals individualized to each teacher and the students in his/her classroom ensure that the coaching cycle is relevant and needs driven.</p>		
Apply		
Ensures transfer to the classroom through on-going, job-embedded support		
<p>Model</p> 	<p>Co-Teach</p> 	<p>Observe</p> 
<p>Demonstration lessons that are conducted in the classroom of the teacher or the opportunity for the teacher to observe the practice in another teacher’s classroom with preplanned look-fors in both teacher practice and student outcome</p>	<p>Preplanned for delivery of the lesson as a team where the teacher and the coach both have roles in the delivery of the instruction with specific look-fors connected to student outcomes</p>	<p>Coach observes the teacher looking for preplanned evidence of student outcomes and teacher practices.</p>

Reflect	
Provides reflective coaching conversations following the application in the classroom to prompt teacher reflection and promote sustained transfer	
Coaching Stance Continuum	
	
Consultant	Collaborator
<ul style="list-style-type: none"> • Summarize Goals and Impressions: Means of ensuring the coach and the teacher are thinking about the content, pedagogy, and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding • Analyze Causal Factors and Relationships: Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle (Instructional Practice, Student Outcomes, Content) • Construct New Learning: Means of deepening the teacher’s content and pedagogical knowledge • Call to Action: Acknowledge critical content or pedagogical information and provide a means for having the teacher commit to implementing work that has been discussed • Reflect on the Coaching: Provides an opportunity to solidify the purpose of reflecting together and information to guide our future coaching practices 	
Refine and Extend	
Supports refinement in connection to the goals set for the coaching cycle, or prompts the teacher to make connections and extend the new learning to other areas of the teacher’s practice	
Repeat Portions of the Coaching Cycle	Make Connections
While staying focused on the goals for this coaching cycle, the coach and the teacher may identify additional areas for either refining the same pedagogical skill or a related pedagogical skill. To refine these skills, the coach and the teacher may opt to go back through certain portions of the coaching cycle. The collaborative decision about next steps should be based on student and teacher needs.	The coach utilizes probing questions to prompt the teacher to make connections between the new learning, best practice for instruction (evaluation language), prior knowledge and other areas of the teachers instructional practice (i.e. subjects & classes).
Evaluate	
Engages all stakeholders in evaluating professional learning and results using a variety of sources and types of <u>coach</u>, <u>teacher</u>, <u>student</u>, and <u>system</u> data.	
Data: <ul style="list-style-type: none"> • Evidence-driven purpose • Qualitative and quantitative data sources • Formative assessment precipitate adjustments 	Outcomes: <ul style="list-style-type: none"> • Objective alignment to professional and student needs • Alignment of outcomes to learning standards and teacher evaluation • Demonstration of complete and accurate understanding
Goals are evaluated both individually and collectively by a variety of stakeholder groups. The leadership team evaluates the overall effectiveness of the professional learning being provided and ensures that progress is being made towards the goals that have been established. Teacher groups evaluate the success of each cycle and use the data collected to determine the next goal for professional learning. Coaches evaluate their own skills and reflect upon the success of the coaching cycle with teachers. Evaluating success through a variety of data points can assist coaches, teachers, and school leaders in creating continuous cycles of improvement that are focused on relevant needs.	