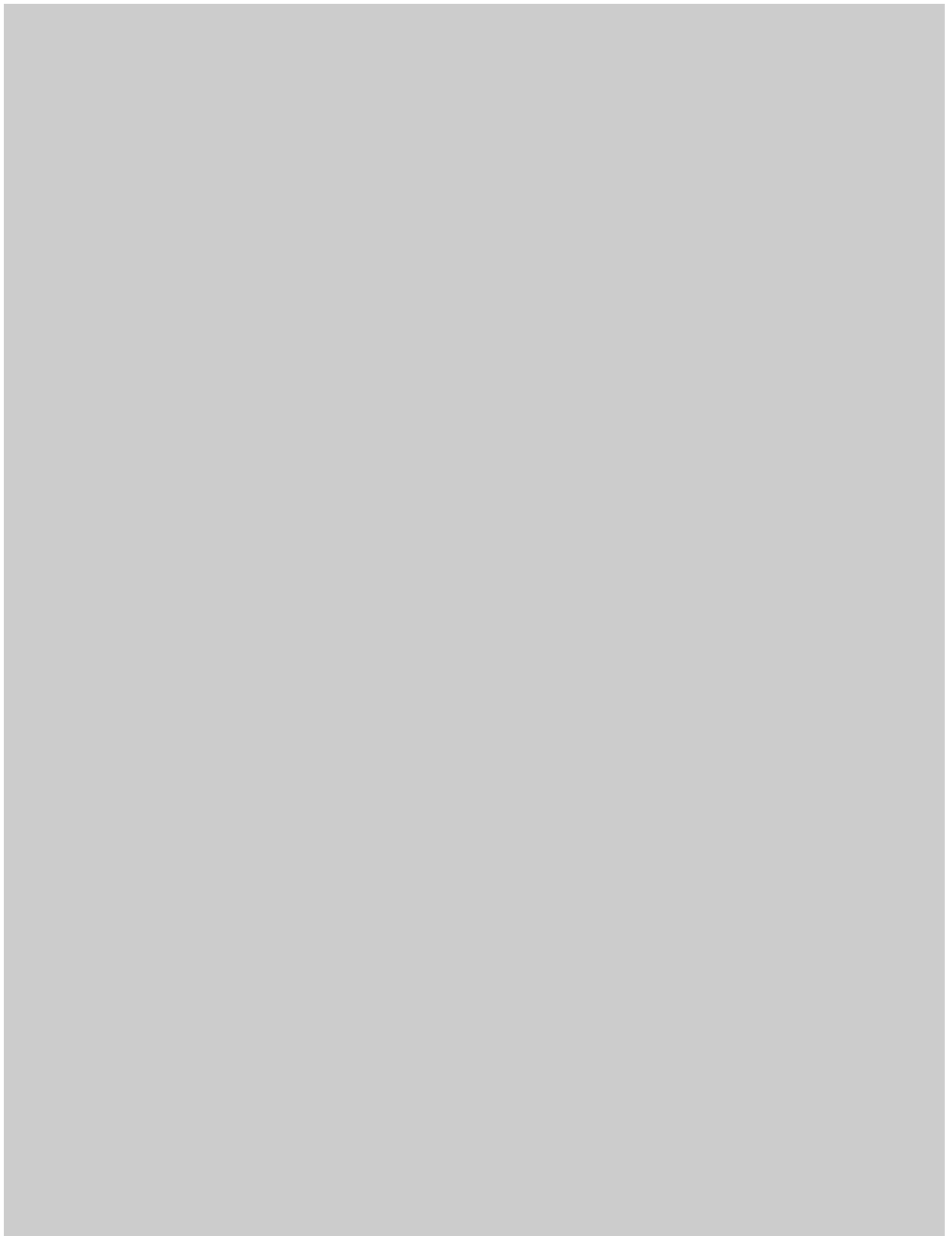
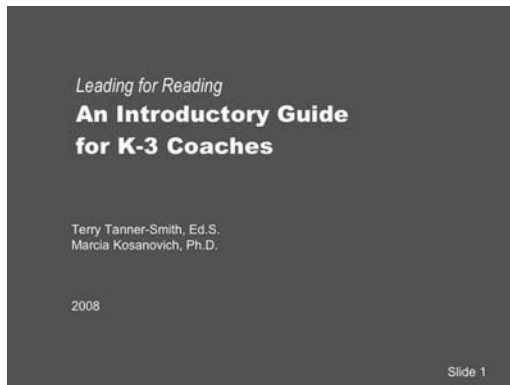


SECTION 2

FACILITATOR'S NOTES



SLIDE 1: LEADING FOR READING



Handouts/Materials:

- Sign-in sheet
 - Blank name tags
 - Blank name tents of different colors to facilitate breaking up into small group activities
 - Leading for Reading Participant's Guides*
 - Individual-size whiteboards
 - Dry erase markers
 - Erasers for whiteboards
-

Facilitator Support:

- Assistant to register participants
- Welcome by Superintendent
- See template for Sign-in Sheet, FG 235
- Change date and presenters on this slide
- Approximate time for Traditional Introduction activity: 15 minutes
- Approximate time for Letter of Introduction activity: 45 minutes

KEY POINTS

Introduction and Icebreaker Activity

Introduce the Workshop

- Introduce presenter/s.
- Provide overview of the *Participant's Guide*.
- Provide housekeeping information.

Conduct Icebreaker Activity

After welcome, introduce yourself by modeling one of the icebreaker options below.

Icebreaker Options:

- **Traditional Introduction:** Ask participants to give their name, where they are from, and their current role in improving student reading achievement.

Or

- **Letter of Introduction:**

Say: "We would like you to introduce yourself to your table using the important phonological awareness skill of alliteration. Select several personal characteristics that help identify who you are and use alliteration. Write your introduction on your whiteboard and share it with your table group."

Examples: I'm Smart, Sassy, Sensible Sandy. I'm Terry, a Terrific Teller of Teacher Tales.

SLIDE 2: CENTER ON INSTRUCTION



The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; RG Research Group; the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.

The contents of this PowerPoint were developed under cooperative agreement S283B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

2008

To download a copy of this presentation, visit www.centeroninstruction.org

Slide 2

Handouts/Materials:

COI brochures

Facilitator Support:

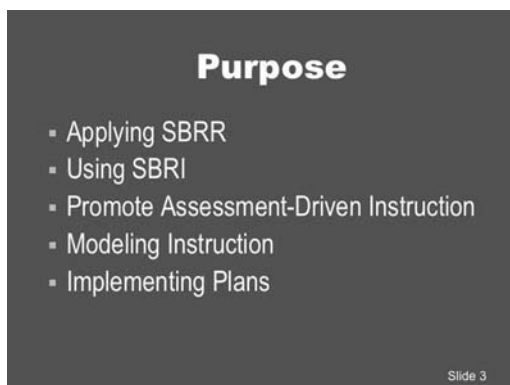
www.centeroninstruction.org

KEY POINT

Introduction of Center on Instruction (COI)

- COI as provider of *Leading for Reading*.
- COI as resource for additional materials on reading, as well as math, science, special education, and English Language Learning.
- Distribute COI brochure.
- Note that this is a national model for professional development.

SLIDE 3: PURPOSE

A dark gray rectangular box containing the text for Slide 3. The title 'Purpose' is centered at the top in a bold white font. Below it is a bulleted list of five items in white text. At the bottom right corner, the text 'Slide 3' is written in a small white font.

Purpose

- Applying SBRR
- Using SBRI
- Promote Assessment-Driven Instruction
- Modeling Instruction
- Implementing Plans

Slide 3

Handouts/Materials:

U.S. Department of Education brochures

Participant's Guide Page:

PG intro. 1

Facilitator Support:

www.ed.gov/index.html

Display table

KEY POINTS

Basis for *Leading for Reading*

- Distribute U.S. Department of Education brochures.

Introduce Display Table

- Encourage participants to review materials on display at their leisure.
- Note that materials on the display table will change daily and will be specific to the topics discussed.

SLIDE 4: PD REQUIREMENTS FOR COACHES

Professional Development Requirements for Coaches

- Reading Reform
- Orientation Program
- Differentiated PD
- Special Populations
- Consistent Message
- Coach Leaders

 National Staff Development Council

Slide 4

Handouts/Materials:

NSDC brochures

Facilitator Support:

www.nsd.org

Neufeld, B., and Roper, D. (2003) *Results—How are coaches prepared?*

<http://www.nsd.org/library/publications/results/res10-03neufeld.cfm>

KEY POINT

Introduction of National Staff Development Council (NSDC)

- NSDC standards used as the basis for the design of *Leading for Reading*.
- NSDC as resource for additional information on quality professional development models and reading.
- Suggestions for *Making It Personal*: Contact information for state affiliates for the National Staff Development Council may be found at <http://nsdc.org/connect/about/affiliates.cfm>

DEFINITION

- **National Staff Development Council (NSDC)**: Largest non-profit professional association committed to ensuring success for all students through staff development and school improvement; views high-quality staff development programs as essential to creating schools in which all students and staff members are learners who continually improve their performance.



MAKING IT PERSONAL

Find out about your state affiliate to the National Staff Development Council and share the url. Example: Florida Association for Staff Development may be accessed at <http://www.fasdonline.org/>

SLIDE 5: ORGANIZING FRAMEWORK

Organizing Framework

- Chapter objective
- Important information in a question-driven format
- Process & Practice activities
- Video clips
- References
- Reproducible handouts

Slide 5

Handouts/Materials:

Reading-related incentives

Participant's Guide Page:

PG intro 1

Facilitator Support:

Incentive suggestions include bookmarks, buttons, presentation pointer, stop watch

Approximate time for "Follow the Leader" activity: 7 minutes

KEY POINTS

Structure of *Leading for Reading*

Refer to the Table of Contents

- Note content of the eight chapters:
 - Chapter objective;
 - Key ideas addressed in question/answer format;
 - Process & Practice activities;
 - Video clips of principals, coaches, and teachers sharing reflections;
 - References; and
 - Reproducible masters.

Conduct "Follow the Leader" Activity

Say: "To help you become familiar with *Leading for Reading*, take the next three minutes to browse the contents of the *Leading for Reading* Participant's Guide. Please use the sticky notes on your table to tab items of particular interest. At the sound of the tone we'll begin part two of this activity."

Say: "I need a volunteer to share one item that you tabbed, with a brief explanation of why it caught your eye."

Select a volunteer and ask all participants to turn to the page shared by the volunteer. Reward the volunteer with a bookmark or other reading-related incentive.

Say: "We will now follow the leader. When I call your name, please share the chapter and your topic of interest. The first person to locate this topic will receive an incentive and we'll follow you for the next round."

Repeat three to five times depending on the number of participants and audience feedback.

SLIDE 6: PROFESSIONAL DEVELOPMENT—FOUR-DAY FORMAT

Leading for Reading
**An Introductory Guide for
 K-3 Reading Coaches**

Professional Development Four-Day Format

Day One	Day Two	Day Three	Day Four
Introduction	Chapter 3 – Five Reading Components	Chapter 5 – Assessment-Driven Instruction	Chapter 7 – Instructional Leadership
Chapter 1 – Defining Coaching	Chapter 4 – Scientifically Based Reading Instruction	Chapter 6 – Instructional Effectiveness	Chapter 8 – Sustaining Reading Improvement
Chapter 2 – On-Site Professional Development			

Slide 6

Handouts/Materials:

Agenda

Participant's Guide Pages:

PG intro. 2–3

Facilitator Support:

See template for agenda, page FG 234

KEY POINT

Agenda and Housekeeping: Four-Day Format

- Advance through slides that don't represent the format you selected.
- Prepare proposed agenda for first-day activities.
- Model consensus-building in establishing breaks and lunch.
- Advise of restroom locations.
- Advise of vending machine locations and refreshments, if provided.
- Advise of phone location in the building. Ask participants to turn their cell phones to vibrate.
- Advise of location of restaurants that can accommodate the time-frame designated for lunch.

SLIDE 7: PROFESSIONAL DEVELOPMENT—FIVE-DAY FORMAT A

Leading for Reading
**An Introductory Guide for
 K-3 Reading Coaches**
 Professional Development Five-Day Format A

Day One	Day Two	Day Three	Day Four	Day Five
Introduction	Chapter 3 – Five Reading Components	Chapter 4 – Scientifically Based Reading Instruction	Chapter 5 – Assessment- Driven Instruction	Chapter 7 – Instructional Leadership
Chapter 1 – Defining Coaching			Chapter 6 – Instructional Effectiveness	Chapter 8 – Sustaining Reading Improvement
Chapter 2 – On-Site Professional Development				

Slide 7

Handouts/Materials:

Agenda

Facilitator Support:

See template for agenda FG 234

KEY POINT

Agenda and Housekeeping: Five-Day Format A

- Advance through slides that don't represent the format you selected.
- Prepare proposed agenda for first-day activities.
- Model consensus-building in establishing breaks and lunch.
- Advise of restroom locations.
- Advise of vending machine locations and refreshments, if provided.
- Advise of phone location within the building. Ask participants to turn their cell phones to vibrate.
- Advise of location of restaurants that can accommodate the time-frame designated for lunch.

SLIDE 8: AGENDA AND HOUSEKEEPING—FIVE-DAY FORMAT B

Leading for Reading
**An Introductory Guide for
K-3 Reading Coaches**
Professional Development Five-Day Format B

Day One	Day Two	Day Three	Day Four	Day Five
Introduction	Chapter 3 – Five Reading Components	Chapter 5 – Assessment- Driven Instruction	Chapter 6 – Instructional Effectiveness	Chapter 7 – Instructional Leadership
Chapter 1 – Defining Coaching	Chapter 4 – Scientifically- Based Reading Instruction			Chapter 8 – Sustaining Reading Improvements
Chapter 2 – On-Site Professional Development				

Slide 8

Handouts/Materials:

Agenda

Facilitator Support:

See template for agenda, FG 234

KEY POINT

Agenda and Housekeeping: Five-Day Format B

- Advance through slides that don't represent the format you selected.
- Prepare proposed agenda for first-day activities.
- Model consensus-building in establishing breaks and lunch.
- Advise of restroom locations.
- Advise of vending machine locations and refreshments, if provided.
- Advise of phone location within the building. Ask all participants to turn their cell phones to vibrate.
- Advise of location of restaurants that can accommodate the time-frame designated for lunch.

SLIDE 9: COACHES' OUTCOMES

Reading Coaches Will...

- Apply the goal and principles of the Leading for Reading coaching model in their school to improve student achievement in reading.
- Build their knowledge and use their expertise to plan, deliver, follow up on, and evaluate on-site professional development at their school to improve teacher practice and student achievement.
- Use their knowledge and expertise in scientifically based reading research (SBRR) to improve reading instruction and students' reading achievement.
- Use their knowledge of methods and procedures in delivering scientifically based reading instruction (SBR).
- Apply the effective use of assessment data to inform reading instruction.
- Improve their communication skills to maximize support for classroom teachers and the effectiveness of student instruction.
- Enhance their ability to promote collaborative relationships at the district and school levels to build teams to improve the implementation of SBRR instructional reading practices and programs.
- Work to build an infrastructure that supports the sustainability of coaching and the positive results for students and teachers prompted through this professional development model.

Slide 9

Handouts/Materials:

Chart paper with each objective
Red, yellow, and green markers

Participant's Guide Page:

PG intro. 4

Facilitator Support:

Write each of the 8 objectives on chart paper and post on a wall.

Approximate time for Coaching Objectives Orientation activity: 15 minutes

KEY POINTS

Coaches' Outcomes

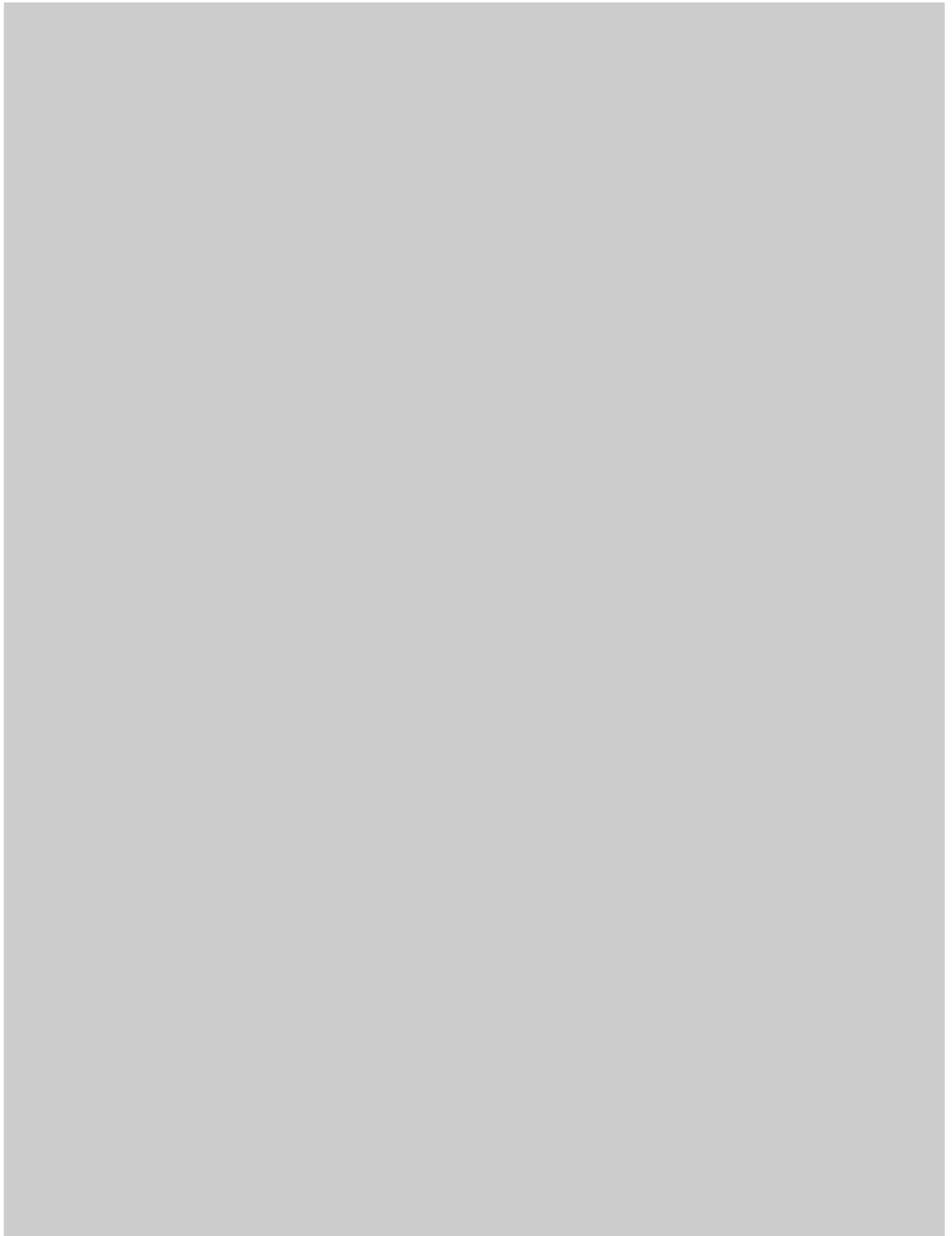
Conduct Coaching Objectives Orientation Activity

Say: "Each chapter of the Participant's Guide begins with an objective. Please review all of the chapter objectives and reflect on which ones represent areas you'd most like to focus on during our time together."

Allow 5 minutes for review.

Say: "Now please choose your top three objectives, and note them on the chart paper. Place a red mark beside the objective you'd like us to 'STOP' at and review thoroughly. Place a yellow mark beside the outcome you'd like to 'Go Slowly' through, and place a green mark beside your third priority."

Allow 5 minutes for activity. Discuss, noting the objectives with the greatest numbers of red, yellow, and green marks. Honor participants' input by planning accordingly.



SLIDE 10: DEFINING THE K-3 COACHING PROCESS

Chapter 1
**Defining the K-3
 Coaching Process**

Handouts/Materials:

Sticky notes, Questions poster

Participant's Guide Page:

PG 1.3

Facilitator Support:

To begin all clips, click on the stilled video in the slide

Table-top supplies

Approximate time for Overview of Chapter 1 activity: 5 minutes

Approximate time for Chapter 1: 3 hours, 45 minutes

KEY POINTS

Facilitator's Guide Introduction

- Explain that all hard copy materials are also available electronically on the disks found in their notebooks.
- The disks contain: *Participant's Guide*, *Facilitator's Guide*, PowerPoint presentations, all video clips, and reproducible masters from *Participant's Guide*.
- Display a *Facilitator's Guide*.
- Explain that *Facilitator's Guides* will be distributed on the last day of the professional development session. They will be useful for the participants in:
 - Providing topic-specific professional development at their school; and
 - Providing *Leading for Reading* professional development to other coaches.

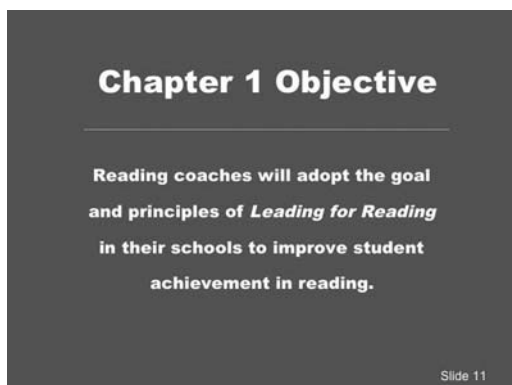
Overview of Chapter 1

Say: *"Let's use the reading strategy of scanning to familiarize ourselves with Chapter 1. Take the next five minutes to skim its contents before our group discussion. As you scan, note questions that occur to you on the sticky notes in the center of your table. These supplies are for your use during our professional development sessions."*

Hold up a sticky note. Point to the Questions poster.

Say: *"I'll collect your questions and post them on our Questions poster. At the end of the discussion, we'll review them to make sure all your questions are answered. The Questions poster will be up throughout the training. If a question occurs to you at anytime, ask it immediately, or feel free to post it for later review."*

SLIDE 11: CHAPTER 1 OBJECTIVE



Participant's Guide Page:

PG 1.5

Facilitator Support:

Count number of red, yellow, and green checks for the Chapter 1 Objective.

Coaching Objectives Orientation activity: FG 23 (slide 9)

KEY POINT

Chapter 1 Objective

- Refer to the Chapter 1 Objective.
- Review the Coaching Objectives Orientation activity chart by noting how many red, yellow, and green marks showed up for this objective.

Say: "When we completed the Coaching Objectives Orientation activity (#) of you marked this objective with red checks, meaning it was an objective you'd like us to 'STOP' and spend the most time reviewing. (#) of you marked it with yellow checks, meaning you'd like us to 'Go Slowly.' (#) of you checked green, meaning it was your third priority."

SLIDE 12: THE *LEADING FOR READING* GOAL

What is the *Leading for Reading* goal?

Ensure that all children in America learn to read well by the end of third grade so they are well prepared to achieve their full academic potential.

Slide 12

Participant's Guide Page:

PG 1.5

KEY POINT

***Leading for Reading* Goal**

Establish the research base for the information presented in *Leading for Reading*



TALKING IT OVER

Do we do a good job of teaching children the value of the skills they are learning? Do we assume children know? What is the advantage of their knowing how what they are learning will benefit them now? Later? How could a reading coach ensure that students understand why they are learning to read?

SLIDE 13: READING REFORM



Handouts/Materials:

National Reading Panel document

Participant's Guide Page:

PG 1.5

KEY POINT

The National Reading Panel Findings

- SBRR denotes “scientifically based reading research.”
- SBRI refers to “scientifically based reading instruction.”
- Data-driven decisions.
- *Leading for Reading* uses the National Reading Panel findings as its foundation.
- Suggestions for *Talking It Over*: Common terms associated with reading reforms include: No Child Left Behind, Choice, Mentoring, Title I, IDEA, Reading First, Early Reading First, Even Start, Charter Schools, Closing the Achievement Gap, Accountability, Whole Language, Phonics, Balanced Approach, Standards-Based.

DEFINITION

- **National Reading Panel:** Report produced, at the request of Congress, by the National Institute of Child Health and Development (NICHD), in which more than 450 studies in reading were reviewed; panel found five components essential to a child's learning to read—phonemic awareness, phonics, vocabulary, fluency, and comprehension.



TALKING IT OVER

How many educational reforms have you experienced in your career? Name a few. What makes this reform different? See next slide for answer.

SLIDE 14: READING REFORM AND LEADING FOR READING



Handouts/Materials:

Vocabulary Word Wall—Scientifically Based Reading Research (SBRR)

Participant's Guide Page:

PG 1.5

Facilitator Support:

Find space in the room to display the Vocabulary Word Wall

KEY POINTS

Connection to the Content of *Leading for Reading*

- *Leading for Reading* is designed to assist teachers in delivering scientifically based reading instruction.

Introduce the Vocabulary Word Wall

- Model the use of the Vocabulary Word Wall by posting on it words written on card stock.
Say: *"The Leading for Reading professional development is designed to model many of the strategies you'll be modeling for classroom teachers. Each day you'll notice new vocabulary on the word wall. The word wall will contain important terms which we'll introduce and review during that day's discussion."*
- Vocabulary Word Wall definitions are in alphabetical order in the glossary at the end of the *Participant's Guide*.
- Post the words for the Vocabulary Word Wall for each chapter prior to the start of presentation and refer to them frequently during the discussion.

DEFINITION

- **Scientifically Based Reading Research (SBRR):** Empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge; includes research that employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a rigorous, objective, and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observation methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

SLIDE 15: SBRR DOCUMENTS

Scientifically Based Reading Research
Consensus/Summary Documents

- *Preventing Reading Difficulties in Young Children*
- *Starting Out Right: A Guide to Promoting Children's Reading Success*
- *Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*
- *Put Reading First: The Research Building Blocks for Teaching Children to Read*
- *The Voice of Evidence in Reading Research*

Slide 15

Handouts/Materials:

Copy of each resource book for display

Participant's Guide Page:

PG 1.5

KEY POINT

SBRR

- Present each book and place on display table.
- Explain that complete citations for these and other resources used to develop this presentation are in the Chapter 1 References section of the *Participant's Guide*.
- Allow time for participants to skim the references at the end of each chapter.
- Coaches play a significant role in translating scientific research findings into daily classroom practice.
- *Preventing Reading Difficulties* (PRD) is a consensus document about beginning reading development and instruction. It was developed by a committee convened by the National Research Council for the National Academy of Sciences with support from the National Institute of Child Health and Development (NICHD) and the U.S. Department of Education and was published in 1998.
- *Starting Out Right* followed in 1999; it is a practical interpretation of PRD's findings.
- *Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, the report of the National Reading Panel (NRP), published in 2000, is the first evidence-based summary of the effectiveness of different reading instructional approaches and methods.
- *Put Reading First*, based on the NRP's findings and conclusions, followed in 2001.
- *The Voice of Evidence in Reading Research*, published in 2004, is a comprehensive collection of current reading research and is designed to clearly explain the reading research methods that can provide solid evidence upon which to base classroom practice.

SLIDE 16: FEATURES OF SBRI

Features of SBRI

- Data-Driven
- Explicit instructional strategies
- Systematic instruction
- Ample practice opportunities
- Aligned student materials
- Daily uninterrupted reading instruction

Slide 16

Handouts/Materials:

Vocabulary Word Wall—SBRI

Participant's Guide Pages:

PG 1.5

Facilitator Support:

<http://ies.ed.gov/ncee/wwc/overview>

KEY POINTS

SBRI

- Describe features of scientifically based reading instruction.

Transition from the Research Foundation to How We Get What We Know Implemented in Classrooms

- The classroom is the most important teaching venue for reaching early readers.
- Suggestions for *Talking It Over*: See the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>), established in 2002 by the U.S. Department of Education to provide educators with a central source of scientific evidence of what works in education. Practice guides consist of recommendations to help research improve classroom practice.

DEFINITION

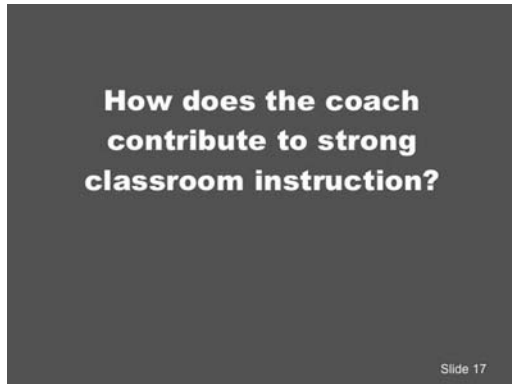
- **Scientifically Based Reading Instruction (SBRI)**: Reading instruction that is explicit and systematic; aligns instruction with established grade-level standards or benchmarks that clearly delineate student expectations; ensures a daily, protected, and uninterrupted time for comprehensive reading instruction; provides differentiated instruction to meet the needs of individuals and groups of students; uses assessment to inform instruction and monitor student learning at each stage of reading development.



TALKING IT OVER

How do you get “what works” out of the research and theory phase and into classrooms? Answer: The coaching model.

SLIDE 17: HOW DOES THE COACH CONTRIBUTE TO STRONG INSTRUCTION?



Participant's Guide Pages:

PG 1.5–6

KEY POINT

Coaches Contribute to Strong Classroom Instruction

- Motivate teachers and school leaders to teach all children to read.
- Provide adequate personnel, programs, and PD to apply SBRI with sufficient intensity and fidelity.
- Monitor the effectiveness of SBRI.
- Help teachers identify students who need extra support or interventions in order to make normal progress in learning to read.
- Offer teachers instructional adjustments based on student progress.
- Suggest instructional adjustments to teachers based on student progress.

SLIDE 18: DEFINING COACHING



Handouts/Materials:

Vocabulary Word Wall—Coaching

Participant's Guide Page:

PG 1.6

Facilitator Support:

To begin all clips, click on the stilled video in the slide.

Duration of clip follows in parentheses (minutes: seconds).

KEY POINTS

Lombardi Quote

NSDC Definition of Coaching

Define *Coaching*

- Ask participants to record their definition of coaching in the space on page PG 1.6.

Video Clip (2:04)

- Introduce the video clips, intended to prompt participants' reflections on the topics at hand.
- Featured coaches in video clip:
 - Judy Alexander, Reading Coach, Jackson County School District, Grand Ridge, FL;
 - LaJuana Malloy, Reading Coach, Washington County School District, Vernon, FL; and
 - Barbara Mitchell, Leon County School District, Tallahassee, FL.

Coaches' Perspectives

- Ask participants to share their reactions to the coaches' definitions with the person to their right.

Video Clip Responses

- Instructional support, trust, assistance with burden of change, equal partnership, see and reflect, suggestions, handholder, coaching is teaching, building relationships, partners on a journey.

DEFINITION

- **Coaching:** Professional development process of supporting teachers in implementing new classroom practices by providing new content and information, modeling related teaching strategies, and offering ongoing feedback as teachers master new practices.

SLIDE 19: HOW WILL COACHING HELP SCHOOLS?



Handouts/Materials:

Vocabulary Word Wall—NSDC

Participant's Guide Page:

PG 1.6

Facilitator Support:

www.nsd.org

KEY POINTS

Coaching as a Professional Development Model

- Introduce NSDC's goal of seeking success for all students through high-quality PD.
- Reinforce NSDC's belief that to raise levels of student performance, it's necessary to raise the performance levels of educators.
- Reinforce NSDC's recognition of coaching as a way to accomplish its goal.

Connection between Student Performance and Educators' Performance Levels

- Raise levels of educator performance to raise levels of student performance.

SLIDE 20: WHAT ARE A COACH'S ROLES AND RESPONSIBILITIES?



Participant's Guide Page:

PG 1.7

Facilitator Support:

Approximate time for Taskmaster activity: 15 minutes

KEY POINT

Brainstorm Coach's Roles and Responsibilities

- Conduct Taskmaster activity

Say: "Before we discuss appropriate roles and responsibilities for coaches, I'd like you to brainstorm, using a Think-Pair-Share technique. For one minute I'd like for you to think about what coaching is and is not, and write your thoughts on your whiteboard."

Allow 1 minute.

Say: "Now I'd like you to pair up and discuss your thoughts. Please find someone in the room wearing the same color clothing as you are."

Allow 9 minutes.

Ask participants to share some of their ideas with the whole group.

Examples may include: guides, mentors, supporters, facilitators, interpreters, analyzers, and organizers.

As participants share their ideas, list them on chart paper. Limit sharing to 5 minutes.

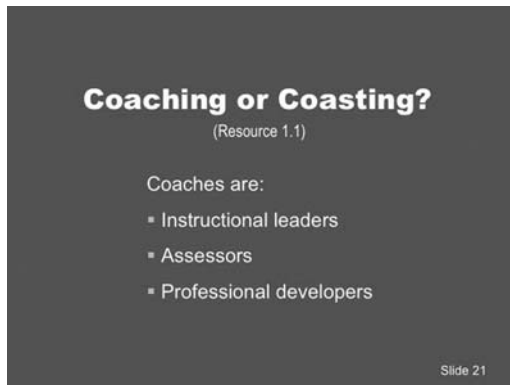
- Suggestions for *Talking It Over*: Discussion could address the benefits of teachers having an on-site resource to answer questions, model research-based reading strategies, and provide site-specific professional development.



TALKING IT OVER

Schools that have dramatically improved student achievement did so by investing in their teachers. How is coaching an investment in teachers?

SLIDE 21: COACHING OR COASTING?



Handouts/Materials:

Job description/Advertisement for a coach
 Vocabulary Word Wall—Instructional Leader
 Vocabulary Word Wall—Assessor
 Vocabulary Word Wall—Professional Developer

Participant's Guide Page:

PG 1.9

Facilitator Support:

Approximate time for Coaching or Coasting activity: 5 minutes

KEY POINTS

Introduce Process & Practice Activities

- They provide practice and time to process topics covered in each chapter.

Responsibilities of a Coach

- Compare the information from the Taskmaster activity to three “hats”—instructional leader, assessor, professional developer.
- Discuss how they compare with the ads or descriptions for a coach.
- Discuss how time to complete one task takes away time that could be devoted to a more productive task.

Process & Practice Activity: Coaching or Coasting (Resource 1.1)

Say: “Effective coaches distinguish between better and best tasks when it comes to their impact on student achievement. Let’s practice. Please read the scenarios on page PG 1.9 and choose which best support classroom instruction.”

Discuss the answers on page PG 1.37.

DEFINITIONS

- **Instructional Leader:** One who supports teachers in serving all students in the full, skillful implementation of the school’s reading program; helps identify instructional strategies and interventions to meet all students’ needs; demonstrates research-based instruction; helps teachers design and deliver effective instruction; works with grade-level teams to improve instruction; observes reading classes; and follows up with all teachers.
- **Assessor:** One who guides teachers in using screening, progress monitoring, diagnostic, and outcome measures; helps grade-level teams analyze and use formal and informal assessment data to identify students for additional instruction and to improve overall student achievement; supports and assists teachers in continuous progress monitoring; and analyzes data to inform program implementation and professional development plans.
- **Professional Developer:** One who builds teacher knowledge about evidence based reading research and instruction, core programs and supplemental materials, interventions for struggling readers, giving assessments, and using data to plan instruction; collaborates with teachers, administrators, and others to identify school and district professional development needs; and stays current by taking part in professional training.

SLIDE 22: HOW ARE THE COACH'S ROLES MADE CLEAR?



Handouts/Materials:

Vocabulary Word Wall—Team

Vocabulary Word Wall—Task Interdependence

Participant's Guide Page:

PG 1.10

KEY POINTS

Role Clarification

- Role ambiguity results in lost time and energy.
- Role conflicts often disappear once expectations are clarified.

Define *Team*

Discuss *Task Interdependence*

- No one person can get all the work done alone. A team is necessary.

DEFINITIONS

- **Team:** A cooperative group of persons organized to work together.
- **Task Interdependence:** A task-based group whose members rely on mutual assistance and support to accomplish their goal.

SLIDE 23: THE QUALITIES OF AN EFFECTIVE COACH



Handouts/Materials:

Reading-related incentive

Participant's Guide Pages:

PG 1.10–12

Facilitator Support:

Complete Resource 1.2 as a teacher, principal, teacher of exceptional students, and district administrator; prepare to prompt discussion by sharing.

Approximate time for Role Clarification Form activity:
15 minutes

KEY POINTS

Process & Practice Activity: Role Clarification Form (Resource 1.2)

- Ask participants to take the perspective of a K–3 teacher and complete the Role Clarification Form on pages PG 1.11–12 individually.
Say: *"Please complete the Role Clarification Form on pages PG 1.11–12 from the perspective of a K–3 teacher. The best reading coaches never forget what it's like to be a teacher. Filling out this form from the teacher's perspective may give you some useful insights."*
- Ask for volunteers to share.
- Reward first volunteer with a reading-related incentive.

Qualities of an Effective Coach

- The next three slides discuss the qualities of an effective coach.
- Stress how these qualities are necessary to meet the focused responsibilities.
- Emphasize that a coach's roles and qualities may vary, but the objective is always to have a positive effect on student reading achievement.



TALKING IT OVER

To add to the richness of the discussion, you may ask different table groups to assume different roles, such as a K–3 teacher, principal, teacher of exceptional students, and a district office administrator.

SLIDE 24: KNOWLEDGEABLE AND EXPERIENCED

...Knowledgeable and Experienced

- Experienced reading teachers
- Professional development trainers
- Up-to-date on SBRR, SBRI
- Assessors and assessment analysts
- Lifelong learners

Slide 24

Handouts/Materials:

Vocabulary Word Wall—Lifelong Learner

Participant's Guide Page:

PG 1.12

KEY POINTS


Qualities of a Coach

Knowledgeable and Experienced

- Stress that effective coaches are effective reading teachers.
- Emphasize that they have experience conducting PD and working with adults.

Explain *Lifelong Learner*

- A Lifelong Learner is motivated and takes action to expand knowledge.



MAKING IT PERSONAL

Ask a teacher from your district or school to discuss the difference a coach has made on his or her instruction.

SLIDE 25: CREDIBLE, COLLABORATIVE



...Trustworthy and Credible

- Offer confidential support
- Uphold ethics

...Collaborative and Cooperative

- Provide materials, resources
- Offer instructional assistance
- Team-builders

Slide 25

Handouts/Materials:

Vocabulary Word Wall—Reflective Feedback

Participant's Guide Page:

PG 1.13

KEY POINTS

Qualities of a Coach: Trustworthy, Credible, Collaborative, and Cooperative

Demonstrate Reflective Feedback

- Stress that effective coaches develop relationships based on standards of professional ethics and responsibility.
- Emphasize that they have a clear understanding of their own values.
- Discuss how effective coaches work with teachers in a variety of ways.

DEFINITION

- **Reflective Feedback:** Observations given in a respectful and supportive manner that can help establish a positive environment for improving reading instruction.

SLIDE 26: PROACTIVE, RESPONSIVE

...Proactive

- Take the initiative
- Persist
- Have managerial skills
- Solve problems

...Responsive

- Skilled communicators

Slide 26

Handouts/Materials:

Vocabulary Word Wall—Proactive

Vocabulary Word Wall—Evaluative Response

Participant's Guide Page:

PG 1.13

KEY POINTS

Qualities of a Coach

Compare *Proactive* and *Reactive*

Discuss *Responsive*

DEFINITIONS

- **Proactive:** Quality of an effective reading coach: taking the initiative and making sure that all essential reading elements are being implemented in K–3 classrooms.
- **Evaluative Response:** A reaction that communicates judgment; avoided by effective communicators.

SLIDE 27: IMPORTANT QUALITIES OF A READING COACH



Participant's Guide Page:

PG 1.14

Facilitator Support:

Complete Resource 1.3; use to prompt discussion.

Approximate time for Coaches' Qualities Reflection Form activity: 15 minutes

Note qualities you would like to improve on page PG 1.14; Prepare to share reflection first to prompt others to share.

KEY POINTS

Process & Practice Activity: Coaches' Qualities Reflection Form (Resource 1.3)

- Ask participants to review the qualities of an effective coach listed on page PG 1.14.
- Ask participants to reflect on and record examples from their own careers which illustrate these qualities by completing the second column of Resource 1.3.
- Allow 10 minutes.
- Discuss for 5 minutes, asking participants to share with the peer on their left.
- Stress that all of these qualities are essential for effective coaching.
- Confidence in personal qualifications will add to coaching effectiveness.

Video Clip (1:35)

- As participants watch the clip, ask them to note any qualities they would like to improve in themselves. Use the space on page PG 1.14.
- Possible video clip responses:
Helpful, hands-on, willing assistant, immediate response, resourceful, approachable, informal assessments to guide instruction, data analysis, friendly, model, explains, knowledge, excellent classroom teacher, personality, assists versus critiques, bounce ideas, suggestions, helps me help my children.
- Suggested break.
- During the break, check for the questions generated during the Chapter 1 overview.

Teachers' Reflections

- Welcome participants back by briefly reviewing the questions covered and preview the discussion of the remaining questions.

SLIDE 28: WHERE SHOULD COACHING BEGIN?

Entry Point	Focus
Collaborative lesson planning	Coach and teacher plan a lesson together
Demonstration lesson	Coach models delivering a lesson
Reflections/discussion	Coach and teacher discuss demonstration
Observational feedback	Teacher delivers the lesson; coach observes & takes notes
Reflections/discussion	Coach offers feedback; coach & teacher determine next steps

Slide 28

Participant's Guide Pages:

PG 1.14–15

Facilitator Support:

Have a teacher in mind to share as an example. Use a fictitious name.

KEY POINT

Entry Points for Coaching

- This slide summarizes some points of entry where the coach and teacher could collaborate to alter and improve student achievement.
- Following these coaching entry points extends professional development into the classroom by increasing the coach's value to the teacher.



MAKING IT PERSONAL

Ask the participants to jot down the name of a teacher at their school who may benefit from one of these entry points.

SLIDE 29: EFFECTIVE COACHING PROCESS GUIDELINES

Guidelines for an Effective Coaching Process	
Coaching Steps	Focus
Pre-conference	• Coach models planning a lesson
Demonstration	• Coach models delivering a lesson
Follow-up conference	• Coach and teacher discuss demonstration
Observation	• Teacher delivers the lesson • Coach observes and takes notes
Reflection/ Post-conference	• Coach provides feedback • Coach and teacher determine next steps

Slide 29

Participant's Guide Page:

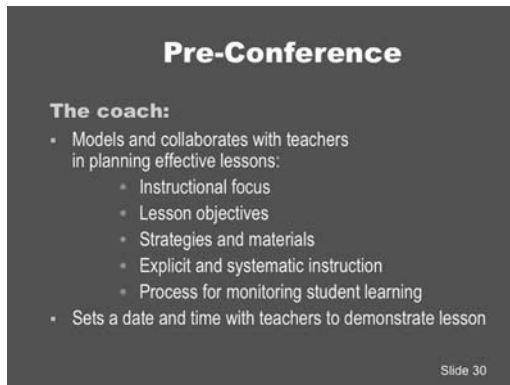
PG 1.15

KEY POINT

Coaching Steps

- Although there is no established set of procedures for the coaching process, these guidelines can be a helpful model.
- The next sequence of slides presents details and ideas for implementing each step in the coaching process.

SLIDE 30: PRE-CONFERENCE



Pre-Conference

The coach:

- Models and collaborates with teachers in planning effective lessons:
 - Instructional focus
 - Lesson objectives
 - Strategies and materials
 - Explicit and systematic instruction
 - Process for monitoring student learning
- Sets a date and time with teachers to demonstrate lesson

Slide 30

Handouts/Materials:

Vocabulary Word Wall—Pre-Conference

Participant's Guide Page:

PG 1.16

Facilitator Support:

Pre-enlist participant to role-play Mr. Ramirez.

Prepare to role-play the coach.

Approximate time for Pre-Conference Prep activity:
10 minutes

Note how you would plan a Pre-Conference under Process & Practice Activity on page PG 1.16.

KEY POINTS

Pre-Conference

- Coaches model the planning phase of instruction.
- They guide teachers as they plan lessons and select materials to support all students—students reading on grade level, English Language Learners, and struggling readers.

Process & Practice Activity: Pre-Conference Prep

- Ask participants to review the scenario on page PG 1.16 and record their pre-conference preparation process.
- Allow 5 minutes.
- Discuss for 5 minutes, asking a pre-enlisted participant to role-play Mr. Ramirez while you role-play the coach during the pre-conference meeting.

DEFINITION

- **Pre-Conference:** A meeting between a coach and teacher(s) to identify areas of need; an occasion to collaboratively plan and/or discuss the lesson that the coach will demonstrate.

SLIDE 31: THE DEMONSTRATION LESSON

What happens during the demonstration lesson?

The coach:

- Demonstrates the lesson

Teachers:

- Observe
- Record notes and/or questions
- Focus on targeted parts of the lesson identified during the pre-conference

Slide 31

Handouts/Materials:

Vocabulary Word Wall—Demonstration Lesson

Participant's Guide Pages:

PG 1.17–19

Facilitator Support:

Prepare by completing Resources 1.4 and 1.5

Pre-enlist a participant to role-play Mr. Ramirez

Approximate time for Demonstration Lesson activity:
10 minutes

KEY POINT

Process & Practice Activity: Demonstration Lesson (Resources 1.4 and 1.5)

- Model planning for a demonstration lesson on fluency for Mr. Ramirez by reviewing the Demonstration Lesson Planning Form (Resource 1.4) on page PG 1.18.
- Thoroughly discuss the primary purposes of a demonstration lesson listed on page PG 1.17.
- Emphasize the targeted areas for demonstration lessons listed on page PG 1.17.
- Have the pre-enlisted participant model a five-minute demonstration lesson on fluency while participants complete the Demonstration Lesson Focus Form (Resource 1.5) on page PG 1.19.
- Remind participants that reproducible masters are provided at the end of each chapter so they may use the forms within the chapter to complete activities and make personal notes.

DEFINITION

- **Demonstration Lesson:** The coach models instructional practices during an illustrative lesson with students in a classroom as the teacher(s) observe and record notes and questions.

SLIDE 32: FOLLOW-UP CONFERENCE

Follow-up Conference

The coach:

- Answers questions about implementation
- Discusses the demonstration lesson with teachers
- Schedules observations and reflections/ post-conferences

Clarify the goal of observation in advance:
Improving instruction and student outcomes

Slide 32

Handouts/Materials:

Vocabulary Word Wall—Follow-up

Participant's Guide Page:

PG 1.19

Facilitator Support:

Pre-enlisted Mr. Ramirez to model 5-minute follow-up conference

KEY POINT

Follow-Up Conference

- Model the follow-up conference with your pre-enlisted Mr. Ramirez for 5 minutes.
- Ask for questions concerning the pre-conference, demonstration, or follow-up conference phases.

DEFINITION

- **Follow-Up:** One of four components of a professional development system; methods to ensure that teachers apply the skills and knowledge gained through the professional development system; includes coaching, mentoring, and/or Web-based resources.

SLIDE 33: CLASSROOM OBSERVATION

Classroom Observation

The coach:

- Observes while the teacher delivers the lesson
- Using an observation form, the coach takes notes on:
 - Behavior and activity
 - What the teacher and students say
 - Grouping information
 - Classroom environment

Slide 33

Handouts/Materials:

Reading-related incentive

Vocabulary Word Wall—Observation

Participant's Guide Pages:

PG 1.19–24

Facilitator Support:

If possible, use Resource 1.6 to document a classroom observation prior to PD session.

Approximate time for Observation Form activity: 10 minutes

Record thoughts on possible entry points at the top of page PG 1.24.

KEY POINTS

Classroom Observations

- Observations help coaches and teachers work together to build teachers' knowledge and proficiency in delivering research-based reading instruction.
- Establishing trust with teachers involves ensuring that classroom observations are objective, non-evaluative, and, in most cases, confidential.

Process & Practice Activity: Classroom Observation Form (Resource 1.6)

- Ask participants to review the example classroom observation form and on page PG 1.23 record their first impressions of how to begin the coaching process. This is sometimes referred to as starting the coaching conversation.
- Ask volunteers to share their responses.
- Reward the first volunteer with a reading-related incentive.
- Directions for using the Classroom Observation Form (Resource 1.6):
 - Complete identification information at the top of the form before the observation;
 - Review the bulleted items that should be the focus of your observation;
 - During the observation, check that all five reading components are addressed;
 - Record the beginning and ending time of each major activity in the time column;
 - Record what you hear and see (no opinions or analysis) in the Teacher and Student Words/Actions columns;
 - Record which materials were used during the observation. If time permits, note items in the classroom environment; and
 - Note grouping strategies used in the grouping column. Examples: pairs, small group, whole class.

DEFINITION

- **Observation:** The act of noting and recording behavior, either formally with instruments or informally by watching or noticing.

SLIDE 34: IDENTIFYING OBJECTIVE STATEMENTS



Handouts/Materials:

Vocabulary Word Wall—Nonjudgmental Observation

Participant's Guide Page:

PG 1.21

Facilitator Support:

Complete Resource 1.7

Approximate time for Identifying Objective Statements activity:
5 minutes

KEY POINTS

Demonstrate Nonjudgmental Observation

- Describe a fluency lesson you observed in Mr. Ramirez's class. Based on this observation, demonstrate how to conduct a nonjudgmental observation.
- Compare and contrast opinions with objective statements to prepare participants for the next activity.

Discuss Objective Statements when Coaching

- Ask participants to read the statements on page PG 1.21 and identify each as objective or opinion.
- Debrief for 5 minutes by reviewing the answers on page PG 1.49.

Process & Practice Activity: Identifying Objective Statements (Resource 1.7)

- Ask participants to read the statements and mark each as an objective statement or a statement of opinion.

DEFINITION

- **Nonjudgmental Observation:** Reflects what has been perceived by the senses, without additional information from the mind of the observer.

SLIDE 35: WHICH LESSONS?

Determining Which Lessons to Demonstrate and Observe

- Based on assessment data
- As a follow-up to professional development
- In response to a teacher's request for assistance

Slide 35

Participant's Guide Page:

PG 1.22

KEY POINT

Identifying Lessons for Demonstration and Observation

- The primary means of identifying lessons for demonstration and observation is through analysis of student assessment data or as a follow-up to previous professional development.
- The demonstration lesson examples on page PG 1.22 may be used to illustrate the last bulleted item on the PowerPoint slide.

SLIDE 36: PRE POST-CONFERENCE

<p>What is the post-conference?</p> <p>Before the post-conference</p> <p>The coach:</p> <ul style="list-style-type: none"> • Reviews the observation data • Discusses the demonstration lesson with teachers • Schedules observations and reflections/ post-conferences <p>The teacher:</p> <ul style="list-style-type: none"> • Reflects on the lesson <p style="text-align: right; font-size: small;">Slide 36</p>	<p>Handouts/Materials: Vocabulary Word Wall—Post-Conference</p> <hr/> <p>Participant's Guide Pages: PG 1.24–26</p> <hr/> <p>Facilitator Support: Review the Coach's Post-Conference Planning Form (Resource 1.8); the Teacher's Post-Observation Reflection Questions (Resource 1.9), and the Goal-Setting Form (Resource 1.10) in preparation for the next Process & Practice activity.</p>
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KEY POINT

Before the Post-Conference (Resources 1.8, 1.9, 1.10)

- Briefly introduce the forms and prepare for the Post-Conference:
 - Coach: Prepare to describe the observed lesson in objective terms using the Coach's Post-Conference Planning Form (Resource 1.8);
 - Teacher: Reflect on the lesson. The Teacher's Post-Observation Reflection Questions (Resource 1.9) can help the teacher reflect on lesson components; and
- Use this information to set goals and determine next steps. The Goal-Setting Form (Resource 1.10) can be used to record future plans.

DEFINITION

- **Post-Conference:** Classroom observation feedback given by a coach to the teacher who was observed; both identify and agree on areas for improvement, set goals, and determine next steps.

SLIDE 37: THE POST-CONFERENCE

Post-Conference
(Resources 1.8, 1.9, 1.10)

During the post-conference the coach and the teacher:

- Review, reflect, and discuss the lesson
- Determine next steps

Slide 37

Participant's Guide Pages:

PG 1.27–29

Facilitator Support:

If possible use Resources 1.8 and 1.10 with a teacher prior to PD sessions.

Review Goal-Setting Form Example on page PG 1.29.

Approximate time for Post-Conference Planning Form activity: 30 minutes

KEY POINTS

During the Post-Conference

- Use the post-conference for reflection on and collaborative discussion of the observation lesson with the teacher.
- Together, identify instructional areas for improvement, set informal improvement goals, and determine the next steps of action.

Process & Practice Activity: Post-Conference Planning (Resources 1.8, 1.9, and 1.10)

- Ask participants to review the completed example of the Coach's Post-Conference Planning Form (Resource 1.8) and Teacher's Post-Observation Reflection Questions (Resource 1.9) on pages PG 1.27 and PG 1.28.
- Ask participants to complete the Goal-Setting Form (Resource 1.10), page PG 1.29, as a cooperative activity with their table group, identifying three areas to improve instruction and student achievement. A recorder, a reporter, and a timekeeper should be selected. Allow 15 minutes to complete this activity.
- Discuss for 15 minutes, asking reporters from each table to share their responses.

Coach's Classroom Observation Checklist

- Refer participants to the Coach's Classroom Observation Checklist on page PG 1.30 to review pre-conference, demonstration, follow-up, observation, and post-conference conversations.

SLIDE 38: LEARNING CENTERS



Handouts/Materials:

Center management board
Computers with Internet access
Coaching journals
Card stock paper of varying sizes
Art supplies
Vocabulary Word Wall—Learning Centers

Participant's Guide Pages:

PG 1.31–32

Facilitator Support:

Approximate time for Learning Centers activity: 30 minutes or 7 minutes per station

KEY POINTS

Review of Chapter 1

- Address any questions from Chapter 1 remaining on the Questions poster.

Learning Centers

- Explain that Learning Center activities will conclude the work for each chapter.
- Ask participants to turn to pages PG 1.31–32 to review the learning center options. Note that the four types of centers will remain constant, while the specific activities will change.
- Model the use of a center management board (see example on page PG 4.16), adjusting schedule and groups at the centers based on the total number of participants.

DEFINITION

- **Learning Centers:** Work stations designed to maximize student engagement and learning.

CHAPTER 1 VOCABULARY WORD WALL

Scientifically Based Reading Research (SBRR)

Scientifically Based Reading Instruction (SBRI)

Coaching

National Staff Development Council (NSDC)

Instructional Leader

Assessor

Professional Developer

Team

Task Interdependence

Lifelong Learner

Reflective Feedback

Proactive

Evaluative Responses

Pre-Conference

Demonstration Lesson

Follow-Up

Observation

Nonjudgmental Observation

Post-Conference

Learning Centers