

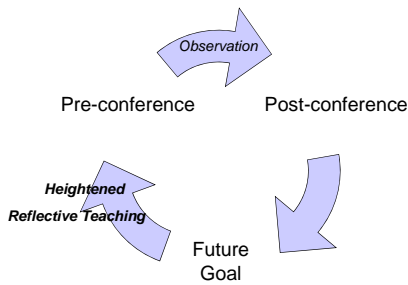
Coaching Conversations

2010 National Reading Recovery
& Classroom Literacy Conference
Columbus, Ohio

Prairie View Elementary Goshen, Indiana
lpuckett@goshenschools.org

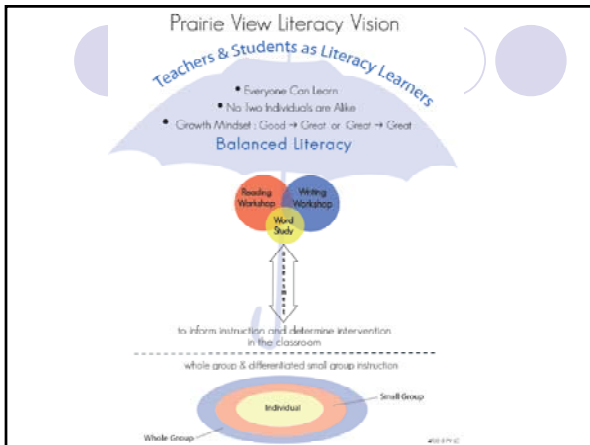
Connecting the
pre-conference to the
post-conference
and
future goals
(goals of teacher and coach)

Weaving a Conversation Thread



Our Learning Journey...

- Second Grade Team
Machelle Wineland
Nina Keister
Tracy Robison
- Literacy Coach
Lisa Puckett



A common language...

At Prairie View, coaching is

a **collaborative reflection** that **deepens our understanding of literacy** and nurtures a **professional growth mindset** that results in **students learning at high levels**.

A common language...

Promotes a common expectation

Coaching Choices:

- **Traditional Coaching**
One on One
- **Cluster Coaching**
Team goal, and personal application goal
- **3 Day Cycle**
One on One—model, team teach, observation
- **Individually tailored**
by teacher, coach or administrator

Cluster Coaching Goal

Team Goal:
To refine our practice of individual reading conferences

WHY?
We wanted to have the opportunity to extend the GR table conversations toward a more individual reader to reader relationship. This will nurture life long reading habits, an authentic love for reading, and promote deeper engagement during independent reading.

The Coach's Goal

- An authentic learning experience for us all.
- *Part of the literacy coach's charge is to ensure that the school is set for all learners (children and adults) to approximate, learn, and grow.*
--Froelich & Puig

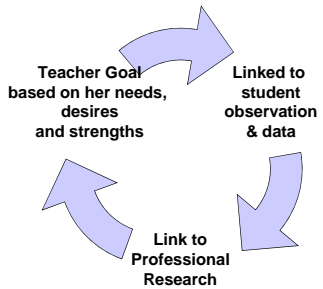
The Power of Articulating Goals

- Building-wide expectations/growth mindset
teacher interest
coaching language
influence setting goals

- Setting goals
influence teacher reflection

- Teacher reflection
influences student learning

Coaching Conversations





The more you use teachers' own perspectives and priorities to segue into [goals], the more effective your coaching will be.

Lyons and Pinnell, Systems For Change p.19

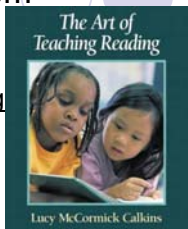
Learning from the experts...

Lucy Calkins,

The Art of Teaching Reading

Research, Decide, Teach

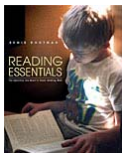
Practice the language



Procedural level—what does it sound like and when does it happen?

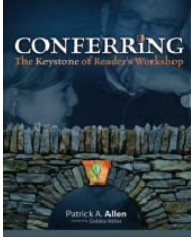
Regie Routman:

- In reading conferences, I get to become a reading colleague with my children, and there is great power in that.
- Our disposition when we interact with students is crucial. This goes back to bonding: students achieve more when they trust us and feel comfortable with us.



Patrick Allen:

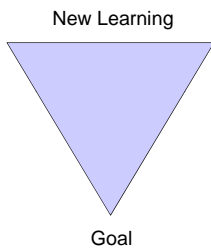
counterfeit beliefs



Guiding principles of conferring:

- Goal setting
- Instruction points
- Listening
- Rapport
- Challenges
- Teacher learning

Gleaning goals from a broad base of new learning:



COACHING FOR:

Procedural Understanding



Shifts in Behavior



Analysis and Reflection



Extended Learning

Lyons & Pinnell, Systems For Change



Procedural Level

Finding time, making a plan



Shifts in Behavior

What worked well? What didn't?



Analysis and Reflection

Helping teachers become flexible in their instruction.

Fine tuning to meet various student needs.

*What did you want the students to learn?
Why did you select a certain teaching point?
What does your student need next? Why?*



Extended Learning

Walk with teachers in forming tentative theories, generalized from their own work over time.

Make theoretical interpretations of examples of their own and others' teaching.

Apply these theories in their future work with students.



New Teacher Goals

Current teacher thinking and future goals
