

# CONTINUUM OF COACHING

Public voice ← Private voice → Inner voice

Interactive coaching

Intraactive coaching



Facilitate a <b>workshop</b> to improve learning and instruction based on assessment	Provide an <b>observation lesson</b> to improve learning and instruction based on static and dynamic assessment	<b>Co-teach</b> with a host teacher in an observation classroom to improve learning and instruction based on static and dynamic assessment	<b>Confer, observe, and debrief</b> to improve learning and instruction using assessment	Facilitate <b>RtI<sup>2</sup>/MTSS team or literacy leadership team</b> to investigate adaptive challenges using static and dynamic assessment	Facilitate <b>lesson study or action research</b> to improve learning and instruction using assessment
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Increased external scaffolding

Decreased external scaffolding



**Subject-centered pedagogy**

**Solution-seeking andragogy**

Transformation may occur when teachers or his or her coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practices based on behavioral evidence.

*Note:* The term *observation lesson* has been used to replace *demonstration lesson* to denote the opportunity being provided versus a model lesson to emulate.

Adapted from:  
Puig, E.A. & Froelich, K.S. (2011), 2<sup>nd</sup> ed. *The literacy coach: Guiding in the right direction*. Allyn & Bacon/ Pearson.