

# Professional Development Guide:

Module 5, Session 14

Analyzing Data to Grow as a Coach



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# Modules and Sessions Table

Module	Topic	Session	Minutes	Session Date
1	Domain A: Applying Principles and Practices that Foster a Positive Culture	Intro	60	
		1	120	
		2	150	
		3	150	
2	Domain B: Applying Effective Pedagogy and Andragogy	4	120	
		5	120	
		6	165	
3	Domain C: Collecting Data to Inform Professional Learning	7	150	
		8	140	
		9	170	
4	Domain D: Planning, Implementing, and Analyzing Literacy Instruction	10	175	
		11	135	
		12	165	
		13	130	
5	Domain E: Growing Professionally	14	120	
		15	120	
6	Planning and Implementing Coaching	16	120	

## Bridge to Practice Module Projects for Coaches

A Bridge to Practice project after each module will provide evidence that coaches are able to apply the knowledge and skills they developed in this course in their schools. Coaches will:

- **Module 1:** develop a principal-coach partnership agreement;
- **Module 2:** develop a needs assessment for professional development on evidence-based instructional practices and complete an **ADDIE model** for planning this professional development;
- **Module 3:** develop and describe planned implementation of a professional learning action plan;
- **Module 4:** create a video that reflects coaching to help teachers plan, implement, and analyze standards-based literacy instruction;
- **Module 5:** complete a reflection on the course, including plans for continued professional growth;
- **Module 6:** choose one teacher with whom you have seen significant growth as a result of coaching support and complete a reflection on what worked, why it worked, and which areas of growth were most evident.

A rubric is provided at the end of each module for the corresponding Bridge to Practice project.

# Fundamentals of Literacy Coaching

## Professional Development Modules

Module 5, Session 14

Analyzing Data to Grow as a Coach



Module	Topic	Session	Minutes	Session Date
1	Applying Principles and Practices that Foster a Positive Culture	Intro	60	
		1	120	
		2	150	
		3	150	
2	Applying Effective Pedagogy and Andragogy	4	120	
		5	120	
		6	165	
3	Collecting Data to Inform Professional Learning	7	150	
		8	140	
		9	170	
4	Planning, Implementing, and Analyzing Literacy Instruction	10	175	
		11	135	
		12	165	
		13	130	
5	Growing Professionally	14	120	
		15	120	
6	Planning and Implementing Coaching	16	120	

## Bridge to Practice Projects for Coaches

- An activity designed to serve as a Bridge to Practice after each Module will provide evidence that coaches are able to apply the knowledge and skills they developed in this course in their schools. Coaches will complete the following activities:

Module 1	Develop a principal-coach partnership agreement.
Module 2	Develop a needs assessment for professional development on evidence-based instructional practices and complete an <a href="#">ADDIE model</a> for planning this professional development.
Module 3	Develop and describe planned implementation of a professional learning action plan.
Module 4	Create a video that reflects coaching to help teachers plan, implement, and analyze standards-based literacy instruction.
Module 5	Complete a reflection on the course, including plans for continued professional growth.
Module 6	Choose one teacher with whom you have seen significant growth as a result of coaching support and complete a reflection on what worked, why it worked, and which areas of growth were most evident.

- A rubric is provided at the end of each Module for the corresponding Bridge to Practice project.

## Norms for Our Course

Cell phones  
on silent



Pay attention to  
self and others



Presume  
positive intentions



## Define and Discuss Session Goals and Content

### Goals for Today

- Review Session 13 and debrief the self-study activities completed after the session.
- Explore how to analyze individual performance data to determine and engage in professional learning to broaden your personal coaching and instructional knowledge.
- Review previously developed principal-coach and coach-teacher partnership agreements.
- Preview the self-study activities to be completed before Session 15.

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## Debrief

### Review of Module 4, Session 13

- Discuss **Handout 5: Leveraging Video for Learning from the Center for Education Policy Research at Harvard University.**
- Discuss **Video 6: Visibly Better.**
- Discuss any questions regarding Session 13.
- Submit the Bridge to Practice Project for Module 4 - coaching video.

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## Literacy Coach Domain and Standards: Session 14

E. Ability to grow professionally. Coaches will be able to:

1. Analyze individual performance data to determine and engage in professional learning to broaden personal coaching and instructional knowledge.

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"Data are not taken for museum purposes; they are taken as a basis for doing something. If nothing is to be done with the data, then there is no use in collecting any."

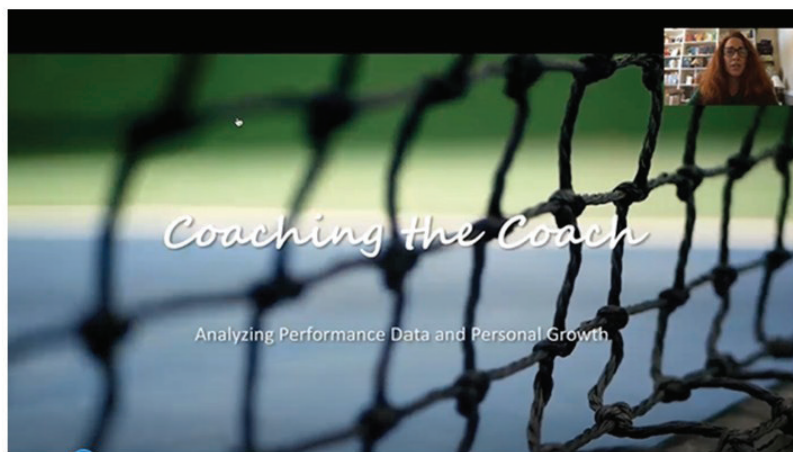
William Edwards Deming  
The New Economics for Industry, Government, and Education

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## Learn and Confirm

### Meeting the Standard

- What is “individual performance data”?
- How do you use it to determine your own needs as a coach?
- What can you do to learn more about coaching and instruction?



[Video 1: Coaching the Coach](#)

## Sources of Individual Performance Data

- Principal-Coach Partnership Agreement
- Coach-Teacher Partnership Agreement
- Coaching Logs
- Classroom Walkthrough Data
- ADDIE Model Adapted for Instructional Coaches
- Self-assessments
- Other

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## Analyzing Data Using Your Principal-Coach Partnership Agreement

Revisit:

- The teachers you are working with
- The goals that were established and their criteria
- The progress that has been made and how that progress has been documented

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## Analyzing Data Using Your Principal-Coach Partnership Agreement

Determine:

- If you need to continue working with the same teachers or identify others
- If you have met your goals, and if you need to establish new ones
- If you have not met your goals, whether the progress that has been made is adequate
- Resources that can help you grow as a coach so you can progress toward your established goals

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## Analyzing Data Using Your Principal-Coach Partnership Agreement

In your small groups talk about:

- How many teachers are you working with—do you have enough time to adequately coach them?
- What are the coaching goals you and your principal established? What progress are you making? How do you know?
- What support has your principal agreed to provide—is this enough?
- What is going well and how do you know?
- What is challenging and how do you know?
- What do you need to grow as a coach?

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## Analyzing Data Using Your Coach-Teacher Partnership Agreement

Revisit:

- The goals that were established and their criteria
- The progress that has been made and how that progress has been documented

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## Analyzing Data Using Your Coach-Teacher Partnership Agreement

Determine:

- If you have met your goals, and if you need to establish new ones
- If you have not met your goals, whether the progress that has been made is adequate
- Resources that will help you develop your coaching abilities and knowledge base to better serve your teachers

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## Coach-Teacher Collaboration

How can a coach cultivate and support collaboration among teachers?



[Video 2: Coaching for Collaboration](#)

## Reviewing the Coach-Teacher Partnership Agreement

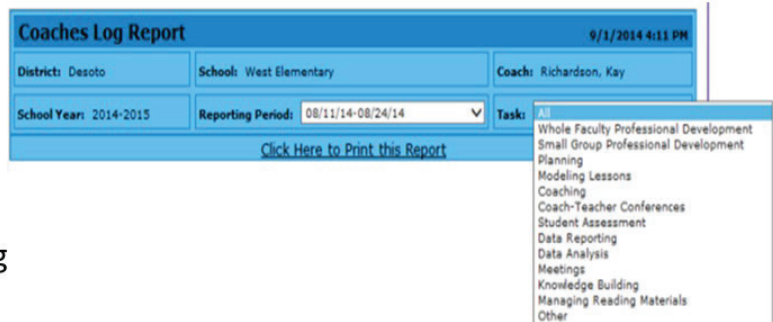
In your small groups talk about:

- Are the goals for all your teachers the same or similar?
- How are you monitoring progress?
- Have you completed some goals? If so, do you need to establish new ones?
- How much time are you spending with your teachers?
- How are you differentiating?
- Describe how you are establishing positive relationships with the teachers you serve.

## Using Data from Coaching Logs as Individual Performance Data

Components of a coaching log may include:

- Time spent in various activities
- Teachers who are being coached
- Activities such as whole or small-group professional development and individual coaching sessions as well as the content of that coaching
- Next steps



## Using a Classroom Walkthrough to Collect and Analyze Individual Performance Data

Use the data you collect with a classroom walkthrough tool to answer questions like:

- Do I see residue of my coaching in the lesson?
- Do I need to spend more time with this teacher?
- Is there evidence that I am making progress toward my goals?

### First Grade



#### School Leader's Literacy Walkthrough

Foundational Reading Skills .....	2
Reading Comprehension .....	3
Writing .....	4
Language .....	5
Speaking and Listening .....	6

Marcia Kasperovich  
Kevin Smith  
Tudj Henley  
LaTara Osborne-Lampkin  
Shelba Frooman

August 2015

REL southeast  
REGIONAL EDUCATIONAL LABORATORY SOUTHEAST  
AT FLORIDA STATE UNIVERSITY



This School Leader's Literacy Walkthrough was developed by REL Southeast supported in whole or in part by contract ED-IES-12-C-0011 from the U.S. Department of Education, Institute of Education Sciences. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

## Revisiting the ADDIE Model

- The ADDIE Model was first presented in Module 2.
- The ADDIE Model is a five-step instructional design and project management tool commonly used to develop, implement, and evaluate performance improvement services.
- An adapted version has been developed to help with implementation of the coaching process.

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## Revisiting the ADDIE Model

Some core values and principles of the ADDIE Model include:

- A focus on outcomes
- A systems perspective
- The intent to add value
- The effort to be systematic in all aspects in the design of interventions and solutions

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## The ADDIE Model Adapted for an Instructional Coach

Date	Process Step	Key Activities
Before academic year	<b>Analyze</b> Conduct needs analysis	<ul style="list-style-type: none"> <li>Collaborate with site administration to determine perceived needs of staff members.</li> <li>Analyze campus performance results and improvement areas, as well as other evaluation tools, to determine additional requirements and needs.</li> <li>Calculate and report results from these findings.</li> </ul>
Before academic year	<b>Design</b> Design support model	<ul style="list-style-type: none"> <li>Use data and information to draft logic model and project scorecard.</li> <li>Report data to site administration and other stakeholders.</li> <li>Use results to list and describe the specific key work functions.</li> </ul>
Early in academic year	<b>Develop</b> Develop key work functions	<ul style="list-style-type: none"> <li>Develop data management strategy and tools.</li> <li>Communicate goals to all relevant stakeholders.</li> </ul>

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## The ADDIE Model Adapted for an Instructional Coach

Through-out year	<b>Implement</b> Implement the key work functions	<ul style="list-style-type: none"> <li>Use the PDSA model, quality tools, and other question stems to formally reflect on the effectiveness of each function.</li> <li>Maintain accurate records of each activity and document ideas and offerings on the key work functions.</li> </ul>
End of year	<b>Evaluate</b> Evaluate the impact of each function	<ul style="list-style-type: none"> <li>At the end of the year, conduct EOY evaluations; analyze survey or focus group results and organizational results to determine whether key goals were met.</li> <li>Present findings (SWOT Analysis) to site leadership and make recommendations for following year.</li> </ul>

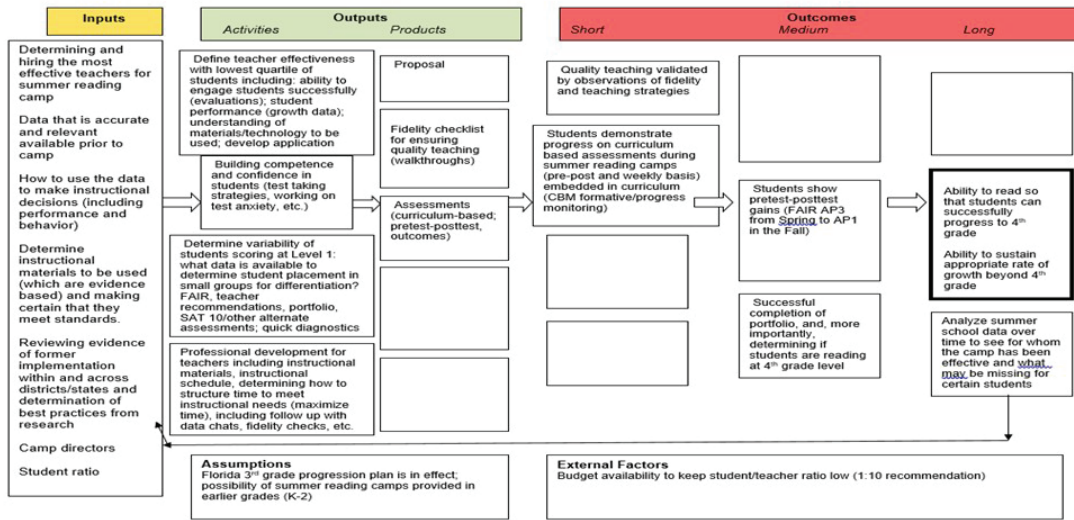
Figure A: An Adapted ADDIE Model for Instructional Coaching

Developed by S.

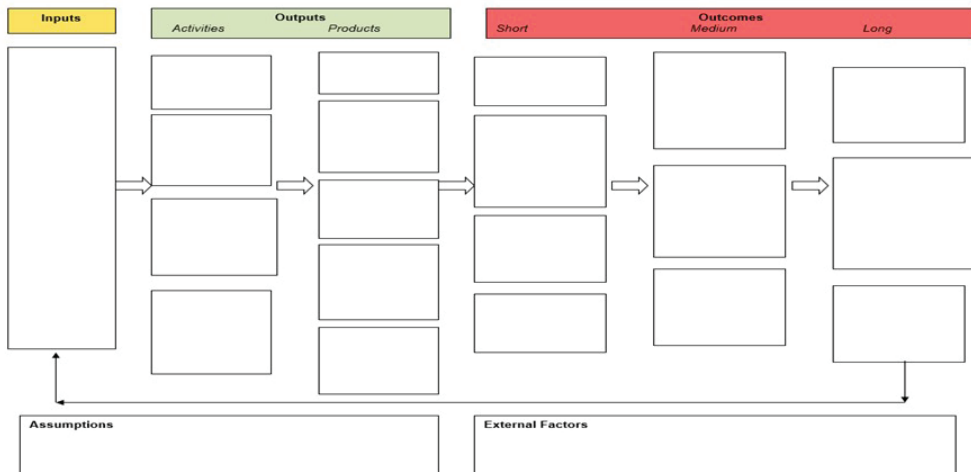
Danks, 2009

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Program Outcome: Develop capacity to use data to design and implement effective and efficient summer reading camps



## Collaborate and Practice



Handout 1 on next page

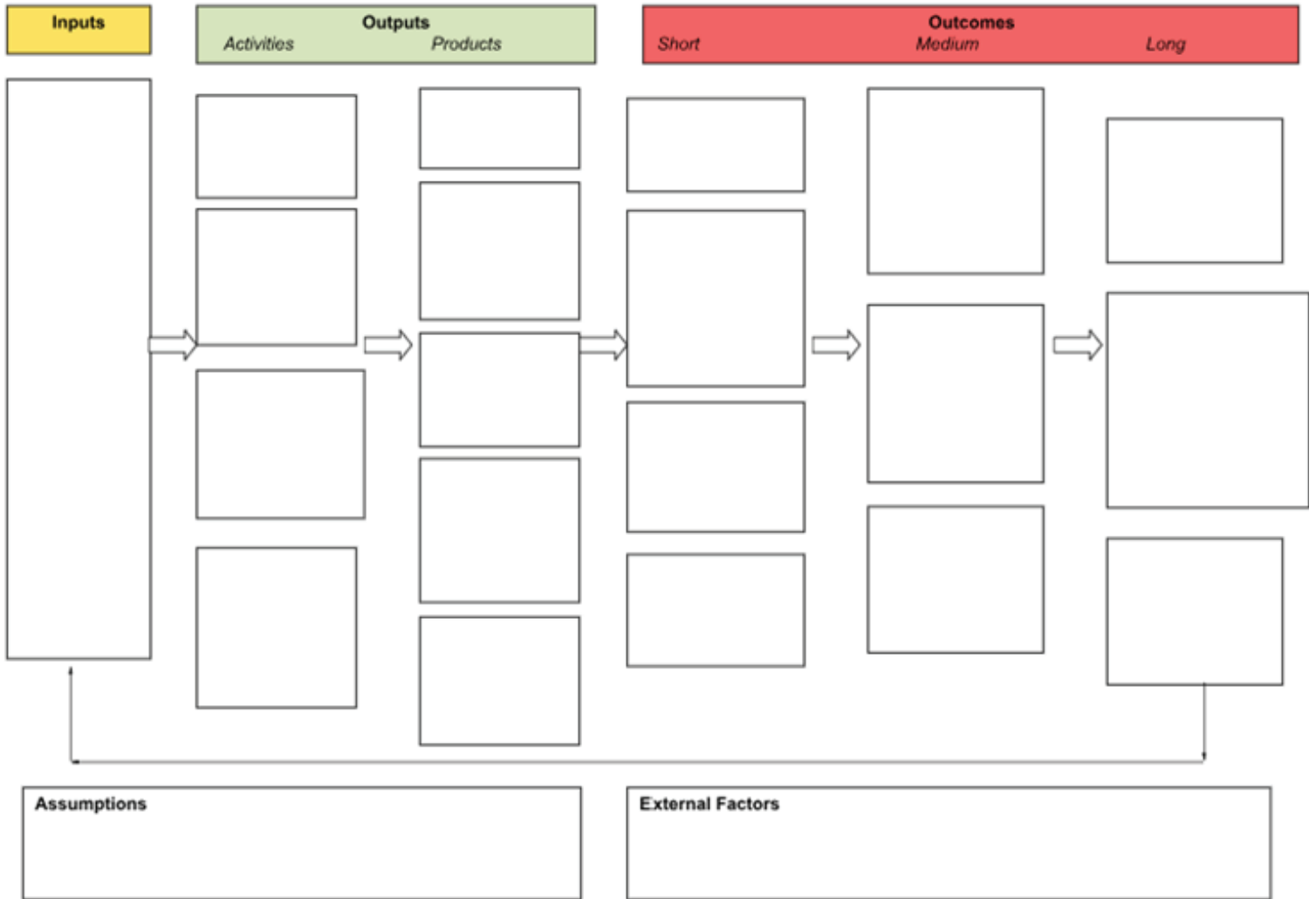
# Handout 1: Scenario for Logic Model

You are a literacy coach at ABC elementary school and the data you have gathered suggests that kindergarten students at the school come in with limited oral language skills and vocabulary. You and your principal decide that there is a need to build these skills in your incoming students to help ensure that they will become good readers later as they progress through the primary grades. About 70 percent of students in the school are on free and reduced lunch, and about 20 percent are English learners. There are five kindergarten teachers at your school – one of them has over 20 years of experience, three of them have from 5-10 years of experience, and one teacher is brand new this school year. You also have a media specialist at the school. Classrooms have classroom libraries, and there is a supplementary vocabulary curriculum that teachers use.

**End of Handout 1**

# Handout 2: Blank Logic Model Template

Program Outcome: \_\_\_\_\_



End of Handout 2

## Logic Model Data – Think-Pair-Share

- What kind of data can be collected that is related to the logic model we just created?
- How might you use these data to help you grow as a coach?

## Analyzing Self-Assessment Data

Self-assessments in conjunction with other data can help to identify areas where you are strong and where you might need additional professional development.

### Elementary Literacy Coach Self-Efficacy Survey

Rate your degree of confidence by recording a number from 0-6 using the scale given below

0	1	2	3	4	5	6
Cannot do at all			Moderately can do			Highly certain can do

1. I can confidently go into any classroom in my school to provide an observation lesson because of the relationships I have with my colleagues.
2. I can provide an observation lesson using the gradual release of responsibility in a literacy lesson in front of students as a teacher-colleague observes.
3. I can clearly articulate my instructional moves to teacher-colleagues while providing an observation lesson.
4. I can engage teacher-colleagues in the instructional decision-making process by posing questions during an observation lesson.
5. I can engage teacher-colleagues in the instructional decision-making process by receiving suggestions as to my next instructional steps during the observation lesson.
6. As I observe a teacher-colleague teaching a literacy lesson, I can quickly decide what to whisper into the teacher's ear to provide a response as they are teaching the lesson.

## Summing It All Up...

- What data do you think will be most helpful as you plan for professional learning to broaden personal coaching and instructional knowledge?
- Who will you need to talk with to help you analyze the data?
- How often do you think you should analyze data in order to make decisions regarding your own professional development?
- What kind of professional development does your district have available for coaches?

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## Reflect, Plan, and Implement

### Post-Session Reflection, Planning, and Implementation

**READ** Handout 3: The ADDIE Model: Designing, Evaluating Instructional Coach Effectiveness

- DO**
- Complete **Self-Study 1: Reflecting on the ADDIE Model**.
  - Complete **Self-Study 2: Elementary Literacy Coach Self-Efficacy Survey**.
  - Reflect on your participation in Session 14 by completing **Self-Study 3: Reflection** and noting any questions. Bring the self-study assignments to Session 15.

**WATCH** [Video 3: Everybody Needs a Coach](#). Be prepared to debrief at the beginning of Session 15.

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Questions?



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**We have completed  
Session 14**

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**Handout 3 on next page**

# Handout 3: ADDIE Model for Instructional Coaches

Shelby Danks, Hurst-Eules-Bedford Independent School District

The era of accountability throughout the last decade has brought with it a demand for increased capabilities in today's educators. The elevated need for teachers to engage in the practices of effective instructional design, quality lesson delivery using research-based strategies, and data-enhanced reflection of student results has begun a flurry of interest in a form of professional development known as "instructional coaching." Specifically, districts that have begun the improvement journey using the *Baldrige Criteria for Performance Excellence* may experience an even greater sense of urgency to develop their teachers and leaders as key elements to improving overall organizational results.

Recent literature and conversations have demonstrated great strides in identifying the proper role of the instructional coach, as well as key practices coaches can use to support the work of their campuses. Very little information, however, has surfaced in the public education community that describes specific, systematic processes that coaches can use to evaluate the impact and effectiveness of their support. Some of the key questions about instructional coaching that remain for district leaders and funders of these programs include:

1. How does an instructional coach design their work functions to ensure proper alignment to student, teacher, principal and federal needs?
2. How does an instructional coach evaluate his or her effectiveness and impact?
3. How does an instructional coach personally model the usage of a systematic learning process and data-enhanced decision making?

By using the Analysis-Design-Develop-Implement-Evaluate (ADDIE) Model of instructional design, the instructional coach can effectively demonstrate a proper return on expectation for each of his or her intended stakeholders.

## **The ADDIE Model**

The ADDIE Model is a five-step instructional design and project management tool borrowed from the field of human performance technology (HPT) and is commonly used to develop, implement and evaluate performance improvement services. Some of the core values and principles that govern the use of the ADDIE Model in HPT include:

- A focus on outcomes.
- A systems perspective.
- The intent to add value.
- The effort to be systematic in all aspects of the design of interventions and solutions.

For a full description of each of the steps used in the ADDIE process, please refer to the *Handbook of Human Performance Technology* (Stolovitch and Keeps, 1999).

## ADDIE for Instructional Coaches

While the job description of an instructional coach may be clearly communicated to the coach, the campus administrator, and even to teachers, it may still remain unclear what the goals of the support position will be, how the support will be structured to best address needs, and how the stakeholders will know whether these key support mechanisms, such as coaching, training and modeling, are effective. The following chart (Figure A) summarizes how the ADDIE Model might be adapted by an instructional coach to analyze stakeholder needs, design a support logic model, develop key work functions, implement the key work functions, and evaluate the effectiveness of each key work function.

Date	Process Step	Key Activities
Before academic year	<u>Analyze</u> Conduct needs analysis	<ul style="list-style-type: none"> <li>Collaborate with site administration to determine perceived needs of staff members.</li> <li>Analyze campus performance results and improvement areas, as well as other evaluation tools, to determine additional requirements and needs.</li> <li>Calculate and report results from these findings.</li> </ul>
Before academic year	<u>Design</u> Design support model	<ul style="list-style-type: none"> <li>Use data and information to draft logic model and project scorecard.</li> <li>Report data to site administration and other stakeholders.</li> <li>Use results to list and describe the specific key work functions.</li> </ul>
Early in academic year	<u>Develop</u> Develop key work functions	<ul style="list-style-type: none"> <li>Develop data management strategy and tools.</li> <li>Communicate goals to all relevant stakeholders.</li> </ul>
Throughout year	<u>Implement</u> Implement the key work functions	<ul style="list-style-type: none"> <li>Use the PDSA model, quality tools, and other question stems to formally reflect on the effectiveness of each function.</li> <li>Maintain accurate records of each activity and document ideas and offerings on the key work functions.</li> </ul>
End of year	<u>Evaluate</u> Evaluate the impact of each function	<ul style="list-style-type: none"> <li>At the end of the year, conduct EOY evaluations; analyze survey or focus group results and organizational results to determine whether key goals were met.</li> <li>Present findings (SWOT Analysis) to site leadership and make recommendations for following year.</li> </ul>

Figure A: An Adapted ADDIE Model for Instructional Coaching

*Developed by S. Danks, 2009*

**Analysis.** During the analysis phase, the instructional coach collaborates with the site administration to determine the perceived needs of staff members. Using this input, the coach uses follow-up strategies, for example, surveys, focus groups and interviews, to collect additional data to determine the current levels of performance for each area of focus. In addition, the coach analyzes the campus’s current student performance and other organizational results and improvement documents to ensure the needs align with the current direction and initiatives of the campus. Once additional data are obtained, it can be summarized to communicate to each of the relevant stakeholder groups (see Figure B).

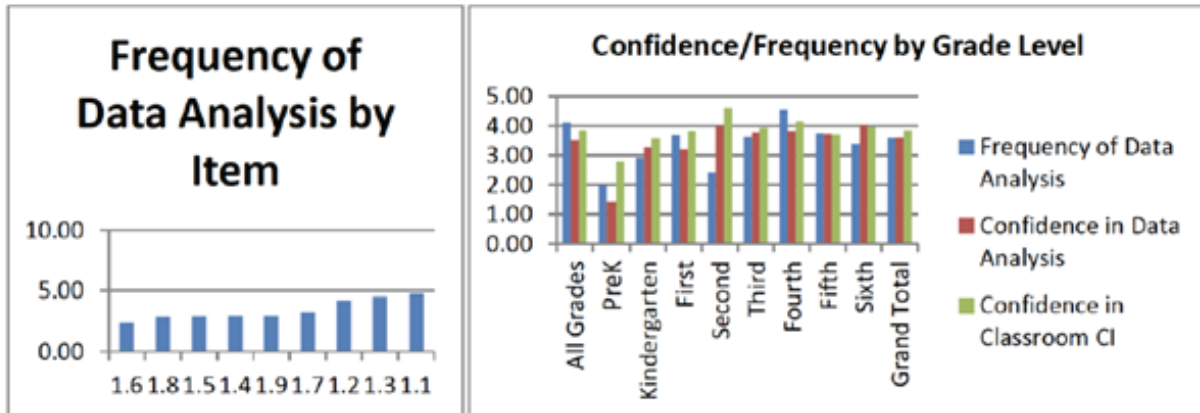


Figure B: Example of Results Obtained from BOY Survey about Frequency and Confidence in Data Analysis

**Design.** Once the instructional coach collaborates with its stakeholder groups to complete the analysis step, the design of a support logic model can help clarify the customer requirements, goals, measures, key work functions and function checks for each of these stakeholder groups (Figure C). Goals can be written to address each of the levels of the “ROI Methodology” (Phillips and Phillips, 2007):

- Satisfaction/reaction/confidence
- Learning
- Application/implementation
- Organizational impact
- ROI

Key Customer Requirements	Outputs	Strategic Goals	Performance Measures	Key Work Functions	Function Checks (Formative)
Support with data-driven decision-making (analysis of student performance data) and the measurement journey; development and use of necessary measures Support for special projects in data analysis (Source: BOY meetings with administration and BOY Survey)	Increased use of segmentation and quality tools to support deeper data analysis	By the end of the school year, all teachers will indicate frequent <b>application</b> of data analysis and <b>confidence</b> in data analysis, as measured by an average score of 4 or above in each of these constructs on the Instructional Support Survey.	Average score of teachers indicating team <b>implementation</b> of segmentation and quality tools as "Very frequent" (or a score of 4); Average score of teachers indicating a <b>confidence</b> level of 4 or higher in segmentation and use of quality tools (see Survey)	<b>1. DATA ANALYSIS FOR GRADE LEVEL TEAMS</b>	# of meetings attended # of options offered # of options used # of projects completed
	Confidence in use and access to additional data sets to facilitate improvement			<b>2. DATA ANALYSIS FOR SPECIAL PROJECTS</b>	# of meetings/conversations attended # of support projects completed # of users indicating satisfaction (verbal)
Provision of ideas and instructional strategies (Source: BOY Survey/ Requirements Assessment)	Increased number of ideas, strategies, and analysis tools learned and implemented	By the end of the school year, all teachers will indicate increased <b>learning</b> and <b>use</b> of instructional strategies, as measured by session-specific, retrospective consensograms.	Average score of teachers indicating <b>learning</b> and <b>implementation</b> (Retrospective consensograms; Survey)	<b>3. TRAINING IN INSTRUCTIONAL STRATEGIES</b>	# of training sessions conducted # of participants learned (consensogram) # of participants used strategies (consensogram)

Figure C: Excerpt from a Support Logic Model

*Developed by S. Danks, 2009*

**Develop and Implement.** Once the logic model has been designed, the instructional coach develops mechanisms to communicate it to key stakeholders. Next, he or she uses traditional Plan-Do-Study-Act methods to implement each of the support functions and monitors progress throughout the year in order to ensure that the tasks continue to meet needs, contribute to the development of innovative solutions, and facilitate improvement.

**Evaluate.** Using the evaluation strategies described in the logic model, the instructional coach collects data at the end of the year to evaluate whether each of his or her key strategic goals have been met. These results, as well as other results pertaining to satisfaction, knowledge, learning, etc. can be reported through graphs and charts that communicate the impact of the support functions offered by the coach (see example, Figure D).

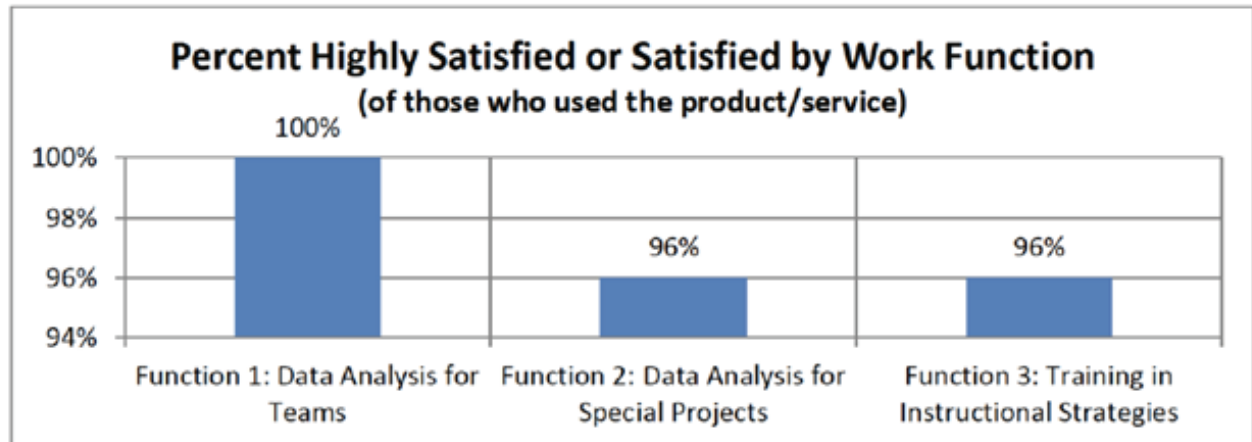


Figure D: Example of Results Obtained from EOY Survey about Satisfaction with Functions

### Conclusions

The ADDIE Model is an effective, systematic model that can be adapted for use by instructional coaches to design, implement and evaluate the effectiveness of critical work functions. By encouraging individual or organization-wide use of this model, all stakeholders can be better informed about the impact of the instructional coaching position on teacher capability, and by extension, student results.

### References

1. J.J. Phillips and P.P. Phillips, *Show Me the Money: How to Determine ROI in People, Projects, and Programs*, Berrett-Koehler Publishers, Inc., 2007.
2. H.D. Stolovitch and E.J. Keeps, ed., *Handbook of Human Performance Technology: Improving Individual and Organizational Performance Worldwide*, 2nd ed., Jossey-Bass, Pfeiffer, 1999.

*Shelby Danks is a continuous improvement specialist for Hurst-Euless-Bedford Independent School District and is currently pursuing a doctorate in performance improvement from the University of North Texas. For the last four years, she has served two state quality organizations as a Baldrige examiner and the Higher Learning Commission's Academic Quality Improvement Program as a systems appraiser.*

**End of Handout 3**

## Self-Study 1: Reflecting on The ADDIE Model

**Directions:** Answer the questions below.

1. How do you presently determine the focus of your coaching for the school year? What data might be helpful to you and your administrator as you identify the needs of your school?

2. The article provides an example of a logic model. How could a logic model be helpful in guiding your coaching for the school year?

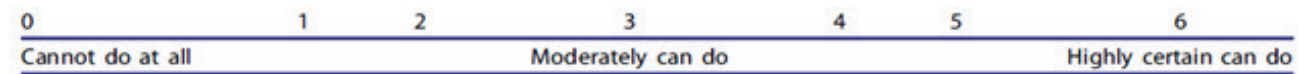
3. The authors of the article reflect that it is important to develop mechanisms to communicate the content of the logic model with stakeholders – how would you do that?

4. What kind of data could be collected at the end of the school year to evaluate whether your key goals have been met?

**End of Self-Study 1**

## Self-Study 2: Elementary Literacy Coach Self-Efficacy Survey

Rate your degree of confidence by recording a number from 0 to 6 using the scale given below:



- \_\_1. I can confidently go into any classroom in my school to provide an observation lesson because of the relationships I have with my colleagues.
- \_\_2. I can provide an observation lesson using the gradual release of responsibility in a literacy lesson in front of students as a teacher-colleague observes.
- \_\_3. I can clearly articulate my instructional moves to teacher-colleagues while providing an observation lesson.
- \_\_4. I can engage teacher-colleagues in the instructional decision-making process by posing questions during an observation lesson.
- \_\_5. I can engage teacher-colleagues in the instructional decision-making process by receiving suggestions as to my next instructional steps during the observation lesson.
- \_\_6. As I observe a teacher-colleague teaching a literacy lesson, I can quickly decide what to whisper in the teacher's ear to provide a response as they are teaching the lesson.
- \_\_7. I can provide specific suggestions on research-proven instructional practices to teacher-colleagues as I observe a lesson.
- \_\_8. I can design professional learning opportunities that are specific to the needs of the school.
- \_\_9. I can design professional learning opportunities that are specific to the needs of a certain grade level.
- \_\_10. I can design professional learning opportunities that are specific to the needs of individualized teacher-colleagues.
- \_\_11. I can plan and design the observation lesson to the specific needs of a teacher-colleague.
- \_\_12. If a teacher in my school becomes disruptive or resistant, I can quickly apply a variety of coaching techniques to get them to change their thinking.
- \_\_13. When a teacher is having adaptive challenges with a particular instructional design, I can regulate my coaching work.
- \_\_14. If a teacher-colleague cannot implement a particular instructional design, I can seek solutions collaboratively.

\*This survey is from the appendix (pages 242-243) of the article Developing and Validating the Elementary Literacy Coach Self-Efficacy Survey by Ulenski, Gill, & Kelley.

**Reference:**

Ulenski, A., Gill, M. G., & Kelley, M. J. (2019). Developing and validating the elementary literacy coach self-efficacy survey. *The Teacher Educator*, 54(3), 225-243.

**End of Self-Study 2**

## Self-Study 3: Reflection

**Directions:** Think about our session and the kind of individual performance data you can analyze to determine and engage in professional learning to broaden your personal coaching and instructional knowledge. Answer the questions below.

**On the next page, note any questions from Session 14.**

1. How do you presently determine the focus of your coaching for the school year? What data might be helpful to you and your administrator as you identify the needs of your school?

2. The article provides an example of a logic model. How could a logic model be helpful in guiding your coaching for the school year?

3. The authors of the article reflect that it is important to develop mechanisms to communicate the content of the logic model with stakeholders – how would you do that?

4. What kind of data could be collected at the end of the school year to evaluate whether your key goals have been met?

Questions from Session 14:

**End of Self-Study 3**