

Professional Development Guide:

Module 6, Session 16

Planning and Implementing Coaching



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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 6, Session 16

Planning and Implementing Coaching



Module	Topic	Session	Minutes	Session Date
		Intro	60	
1	Applying Principles and Practices that Foster a Positive Culture	1	120	
		2	150	
		3	150	
		4	120	
2	Applying Effective Pedagogy and Andragogy	5	120	
		6	165	
		7	150	
3	Collecting Data to Inform Professional Learning	8	140	
		9	170	
		10	175	
4	Planning, Implementing, and Analyzing Literacy Instruction	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 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.

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 15 and debrief the self-study activities completed after the session.
- Overview forms, resources, and protocols to support coach planning and implementation, including those that can help:
 - Develop a school profile and strategic plan
 - Support and document the impact of coaching
 - Communicate literacy efforts to stakeholders
 - Support the recognition and celebration of progress and considerations for improvement

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Debrief

Review of Module 5, Session 15

Self-Study 1: Reflecting on the Instructional Coaching Article by Jim Knight

- What insights did you gain from reviewing **Handout 5**?
- Which of the eight factors shared resonated most?
- Any comments or questions about Session 15?

Self-Study 2: Reflection on Video

- Share responses to questions about **Self-Study 2**.
- Submit the Bridge to Practice project for Module 5 – reflection on the course including plans for continued professional growth.

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 **Learn and Confirm****Developing a School Profile and Strategic Plan**

- a. Creating a Coach Pacing Guide and Glossary (Peek at the Year)
 - i. Supporting a common language through a Glossary
 - ii. Pacing for each month provides support for coaches to plan ahead and understand priorities for specific times of the year
- b. Identifying needs and priorities (Needs Assessment Form)
- c. Creating an Action Plan

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 **Collaborate and Practice****Developing a School Profile and Strategic Plan Activity - Jigsaw**

- With a partner or in your small group, read the handout you were assigned and discuss how you think this resource could be helpful in your role as a coach.
- Be prepared to share a summary of the resource with the whole group and how you think it could be helpful in your role as a coach.

(MDE, 2023)

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Handout 1: Sample Glossary of Terms/Acronyms

Mississippi Department of Education

Term/Acronym	Definition
ASC	Assistant State Coordinator
BOY	Beginning of year
Conferencing	Dialogue between the literacy coach and the classroom teacher to discuss strategies, feedback, and next steps (i.e., before and after a focused model lesson/co-teaching lesson/teacher observation, coaching conversations).
Co-teaching	The literacy coach and classroom teacher jointly deliver a skill, procedure, or strategy during small group or whole group instruction.
Debriefing	Constructive conversations between the literacy coach and the administrator to discuss the implementation of literacy goals and specific next steps.
Diagnostic Assessment	Diagnostic Assessments provide in-depth information about individual student's strengths and weaknesses for Tier 2 and/or Tier 3 interventions. Diagnostic Assessments should be given to students that fail the screening assessment and for any student showing deficits in reading.
EOY	End of year
HOT	Higher order thinking
HQIM	High-quality instructional materials
LBPA	Literacy Based Promotion Act (FAQs)
LC	Literacy Coach
Learning Walks (LW)	An opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom to collect evidence based on specific areas using a valuable tool to observe: 1) student engagement, 2) routines and procedures, and 3) instruction and planning. At the conclusion of the learning walk, participants debrief to discuss commendations, recommendations, and next steps.
MAAP	Mississippi Academic Assessment Program
MLA	Mississippi Literacy Association
Model	The literacy coach delivers a lesson focusing on a pre-planned skill, procedure, or strategy while the teacher observes and completes a Demonstration Lesson Form. A pre-conference and post-conference are part of this process.
MOY	Middle of year
Observation	The literacy coach pre-conferences with the teacher about a specific area or lesson to be observed and after the observation, the literacy coach and teacher will post-conference about areas of strength and areas in need of support. Next steps are discussed with the teacher (modeling, co-teaching, PLC, etc.).

PLC	Professional Learning Community: An informal setting where teachers, administrators, and the literacy coach collaborate and share learning to increase effectiveness through lesson planning, data analysis, and content knowledge development.
PD	Professional Development: A formal (whole- or small-) group learning opportunity to help teachers, administrators, and other educators improve their professional knowledge, competence, skill, and effectiveness.
RC	Regional Coordinator
<u>SLAP</u>	School Literacy Action Plan
<u>SOR</u>	The Science of Reading refers to the research that reading experts, especially cognitive and linguistic scientists, have conducted on how we learn to read. This body of knowledge reveals what happens in the brain during reading and what needs to take place instructionally to enable skillful reading.
<u>Structured Literacy</u>	Structured Literacy is representative of reading instruction that applies the Science of Reading to classroom practice. Structured Literacy teaches all the components that evidence has found to be foremost in ensuring reading success. Structured Literacy is not just about phonics; it includes much, much more. The Simple View of Reading (Gough and Tunmer, 1986) and Scarborough's Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.
Summative Assessment	Assessment given at the end of the 3 rd grade school year that determines promotion or retention if student does not meet minimum achievement level.
Universal Screeners (MDE Approved)	<p>Universal screening assessments will be administered to all students at least three times during the year to provide an especially critical "first look" at individual students. State statute requires that the Mississippi Department of Education "shall select early literacy and numeracy screening assessment instrument or instruments to be used throughout the state in the screening of students in Kindergarten through Grade 3." Diagnostic Assessments should be administered to students who fail the universal screening assessment.</p> <ul style="list-style-type: none"> ● FAST: Adaptive Reading, <u>CBMReading</u>, and <u>earlyReading</u> English (K-12) ● <u>i-Ready</u> (K-12) ● <u>ISIP: Istation</u> Indicators of Progress (K-5) ● <u>mCLASS</u> Reading 3D (K-3) ● MAP: Measures of Academic Progress Growth (K-2); MAP (2-10) ● STAR Early Literacy (PK-3), STAR Reading (1-12)
<u>Writing Gallery</u>	The general purpose for a writing gallery walk is to view student writing and offer specific feedback, similarly to the way art is viewed in an art gallery. A writing gallery (walk) allows participants to view students' writing and make constructive, specific, and helpful comments about the writing. The culture of a gallery walk experience is non-evaluative in nature. It is meant to increase the importance and consistency of writing in K-5 classrooms and to increase teacher knowledge and understanding of the writing types (narrative, opinion, informative).

End of Handout 1

Handout 2: Sample Coach Pacing Guide

Mississippi Department of Education

Month	Suggested LC Focus Tasks	Suggested PLC Topics
August <ul style="list-style-type: none"> • Science of Reading Recognition 	<ul style="list-style-type: none"> • See “Coaching: The First Few Weeks” in the Literacy Coach Handbook • Meet with principal to explain role, share Non-Negotiables, and discuss “Literacy Support School Beginning of Year “Assessment” (Appendix E) <ul style="list-style-type: none"> ○ Introduce yourself (Literacy Coach) to teachers and staff ○ Request access to school level data ○ Determine sign in procedures (and note that you will place your MDE sign in sheet in the front office) ○ Identify district contact ○ Collect all pertinent documents (class schedules, master schedules, teacher email list, etc.) ○ Determine HQIM curriculum and status (How long has the curriculum been used? Which supports are needed?) • Walk-thru each K-3 classroom and leave notes with positive feedback • Identify the universal screener and ensure screening windows have been established • Establish a school data wall or data display • Ensure the schedule has an established minimum 90-minute reading block <ul style="list-style-type: none"> ○ “Suggested Instructional Routines for Teaching Reading” (Kindergarten) (1st grade-5th grade) • Schedule fall learning walks • Identify 4th grade students promoted for Good Cause Exemption if applicable • Begin implementation of the coaching cycle 	<ul style="list-style-type: none"> • Introduction PLC <ul style="list-style-type: none"> ○ Literacy Coach and Teacher Partnership Agreements ○ Needs Assessments ○ Classroom Set-Up Checklist ○ Non-Negotiables ○ What is Literacy Coaching? (What should we expect?) • What is a PLC? (Plan norms, schedule, and topics) • Pacing of 90-minute Reading Block guided by the HQIM • Suggested Instructional Routines for Grades 1 - 5 • Suggested Instructional Routines for Kindergarten • Suggested Instructional Planning Guide K - 1 • Suggested Instructional Planning Guide 2 - 3 • Classroom Management (if needed) • Review the 5 Components of Reading • Overview of curriculum (HQIM) • Screening and Diagnostic Tools (August Literacy Focus of the Month) • MDE Screener Companion Guide • Good Cause Exemption Webinar

	<ul style="list-style-type: none"> • Model and co-teach in classrooms as needed • Update Comprehensive Report 	
<p>September</p> <ul style="list-style-type: none"> • Regional Statewide Family Nights Begin 	<ul style="list-style-type: none"> • Finalize incomplete tasks from August • Share the School Literacy Action Plan template with the principal • Identify intervention tools and resources • Observe and provide feedback for small group instruction at teacher-led tables • Use BOY data to identify students who scored below the cut score for intervention • Assist in the implementation of diagnostic testing plans and protocols to determine deficit areas for instruction (QPS, PAST, etc.) to determine deficit areas for intervention • Ensure advanced phonics instruction is being implemented (3rd grade) • Debrief with the administrator to discuss sending deficiency letters (parental notification) for students who were identified as having a reading deficit on the BOY • Debrief with admin to discuss creating School Literacy Action Plan upon receipt of BOY data • Update Comprehensive Report 	<ul style="list-style-type: none"> • BOY Data Review PLC <ul style="list-style-type: none"> ◦ Identify students below cut score for intervention ◦ Assist teachers in using data to group students for differentiated instruction • Phonological Awareness and Phonics (Literacy Focus of the Month) • Learning Walls: Word Walls/Sound Walls • Small group center activities • Begin unpacking MCCRS/Review Scaffolding Document • Set SMART goals (based on action plan) • Review syllable types • Advanced Word Study Document • Writing Gallery Protocol
<p>October</p>	<ul style="list-style-type: none"> • Ensure Deficiency Letters (Parent Notification) are sent home • Review prior year MAAP data • Complete learning walks as scheduled • Review intervention progress including MSIS populated 20-day students and 4th grade students with Good Cause Exemptions • Ensure BOY data is added to the comprehensive report and uploaded by Oct. 1 • Determine appropriate schools/grade levels to begin Writing Gallery implementation • Complete and submit MLA proposal 	<ul style="list-style-type: none"> • Vocabulary (Literacy Focus of the Month) • Teacher-led center • Anchor charts • Explicit lesson planning • Advanced Word Study Document

<p>November</p>	<ul style="list-style-type: none"> • Prepare for MLA conference • Complete fall learning walks • Debrief with the principal to discuss and update School Literacy Action Plans (SLAPs) • Prepare for and conduct 3rd grade Parent Nights (as needed) • Update Comprehensive Report 	<ul style="list-style-type: none"> • Oral Reading and Fluency (Literacy Focus of the Month) • Decoding strategies
<p>December</p> <ul style="list-style-type: none"> • MLA Conference 	<ul style="list-style-type: none"> • Collect teacher attendance data (for Comprehensive Report) • Evaluations due (Coach and Regional) • Update Comprehensive Report • MLA Conference • Prepare for and conduct 3rd Grade Parent Nights (as needed) 	<ul style="list-style-type: none"> • Comprehension (Literacy Focus of the Month) <ul style="list-style-type: none"> ○ Close Reading ○ Creating HOT questions
<p>January</p>	<ul style="list-style-type: none"> • Ensure all students are testing in the MOY window • Record and analyze MOY data • Determine new deficit skills using MOY Data and establish 3rd grade students who are on the pass/fail bubble (dependent upon screener window) • Debrief with the principal and update School Literacy Action Plan (include MOY data) • Schedule Winter • Prepare for and conduct 3rd Grade Parent Nights (as needed) • Update Comprehensive Report 	<ul style="list-style-type: none"> • MOY Data Review • Teacher table instruction for students based on deficit • Revisit Decoding strategies • Writing Connected to Text (Literacy Focus of the Month) • MAAP Writing Rubric PD (3rd - 5th grades) • Text Dependent Writing Strategies Guide for All Modes of Writing • 3rd Grade Test-Taking engagement strategies
<p>February</p>	<ul style="list-style-type: none"> • Record and analyze MOY data • Submit Comprehensive Report to RC • Share and model MKAS (K-Readiness) resources with kindergarten teachers • Correlate MOY screener data to projected MAAP scores • Group 3rd grade students who are on the pass/fail bubble • Determine new deficit skills using MOY data and establish 3rd grade students who are on the pass/fail bubble (dependent upon screener window) • Debrief with the principal and update School Literacy Action Plan 	<ul style="list-style-type: none"> • MOY Data Cooperative Learning (Literacy Focus of the Month) • Teacher-led center instruction based on updated data • Paced writing instruction • Emerging Science of Reading School application process

	<p>(include MOY data)</p> <ul style="list-style-type: none"> • Prepare for and conduct 3rd Grade Parent Nights (as needed) • Update Comprehensive Report 	
March	<ul style="list-style-type: none"> • Gather EOY assessment schedule for each school (check to confirm dates are within MDE assessment window) • Complete learning walks (reports/debriefs/outcome PLCs) • Debrief with principal and update School Literacy Action Plans • Prepare for and conduct 3rd Grade Parent Nights (as needed) • Update Comprehensive Report • Utilize Standard Guidebooks to assist with reteaching standards in preparation for MAAP 	<ul style="list-style-type: none"> • Reading Strategies: Before, During, and After (Literacy Focus of the Month) • MAAP Information
April	<ul style="list-style-type: none"> • Analyze EOY data and adjust small group instruction based on final screener data (upon completion) • Complete EOY self-evaluations • Debrief with principal and update School Literacy Action Plans • Update Comprehensive Report 	<ul style="list-style-type: none"> • Reading Strategies: Before, During, and After (Literacy Focus of the Month) • Emerging Science of Reading School application process
May	<ul style="list-style-type: none"> • Collect teacher attendance data (for Comprehensive Report) • Collect/analyze EOY data (for Comprehensive Report) • Evaluations due (Coach and Regional) • Assist with summer school plans • Grade and school level end-of-year data review • Debrief with principal and update School Literacy Action Plans • Assist teachers with small groups for students taking 3rd grade retake 	<ul style="list-style-type: none"> • EOY Data Review • Teacher Reflection PLC • EOY Coaching Survey
June	<ul style="list-style-type: none"> • Complete Comprehensive Report • Organize files and materials • Submit end of year documentation to OneDrive • Support teachers, principals, and district personnel with literacy efforts • Update School Literacy Action Plans • Complete Summer Project • Upload EOY documentation to OneDrive 	<ul style="list-style-type: none"> • PD/PLC planning for upcoming year based on requests

Handout 3: Sample Needs Assessment and Priority Form

Mississippi Department of Education

School Norms and Goals

- What do you consider your school's strengths?
- What are your desired goals (short and long term) and/or needs for grade level assistance?
- What is your most urgent instructional focus for this school year?
- What research-based literacy "non-negotiables" exist at your school?

School Resources, Materials, and Programs

- What internal and/or external supports exist within the school (Reading Coach/ Instructional Coach Facilitator/ Interventionist/Tutors/Consultants)?
- What do your teachers use for the core reading program? (If not HQIM, what are plans for adoption?)
- What supplemental reading program(s) and/or interventions do you use?

Assessment

- What assessment(s) do you currently use for your universal screener, diagnostic assessments, and progress monitoring? Any additional assessments administered by school/district? (enCase, Case 21, etc.)
- Have your teachers received training on the administration of the current assessments used at the school?
- When can the coach get digital access to the universal screener data? (login/password/administrative access)

Professional Development and Trainings

- Are you meeting as a Professional Learning Community? How often? For what purpose(s) do you meet as a PLC?
- What is your PD schedule? PLC schedule?

Action Plan/School Literacy Plan Strategic Meeting

(Schedule a date by the end of August)

- Discuss the purpose of School Literacy Action Plans (Action Plans will serve as the School Literacy Plan for the 2023/24 school year).
- Discuss the Action Plan Template and purpose of each column.
- Administrator and the literacy coach will establish 3-5 literacy goals for the BOY that will be adjusted periodically based on evidence of progress and sustainability.

Contact

- Who will be the secondary point of contact liaison when you are not available? Do you want primary correspondence to be with you or the liaison?

Additional Requests from Administration

- School daily schedule
- Staff list with teacher emails
- Map of school if needed

End of Handout 3

Developing a School Profile and Strategic Plan Creating an Action Plan

- Access and read **Handout 4: Sample School Literacy Action Plan**
- How could having a School Literacy Action Plan help you in your role as a coach?

(MDE, 2020)

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Handout 4 on next page

Handout 4: Sample School Literacy Action Plan

Mississippi Department of Education

School Name:

Principal:

Literacy Coach:

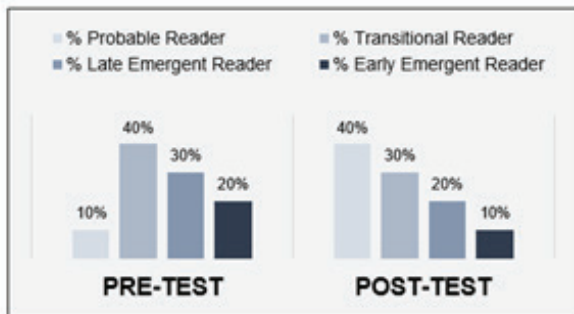
Date Updated:

Purpose: The purpose of the School Literacy Action Plan is to provide a plan for addressing areas of concern in reading that have been identified through data analysis (i.e. screeners, observations, formal/informal assessments, etc.). Section 1 includes graphs for listing beginning of year (BOY) universal screener data. Data analysis from these results should yield target goals for improving student performance. Section 2 outlines the goals for addressing school concerns. This section should include opportunities for professional development, targeted coaching support, and approaches for implementing evidence-based literacy practices.

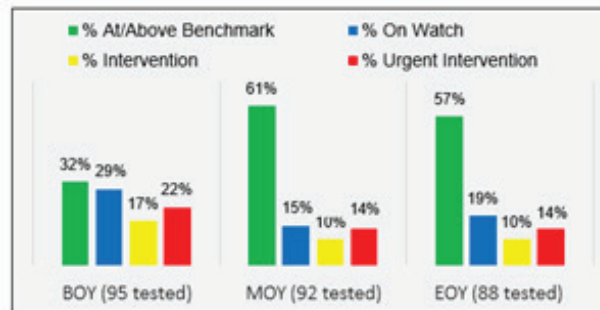
SECTION 1a: KINDERGARTEN DATA

Universal Screener Tool:
STAR Reading & Early Literacy

K-READINESS DATA:



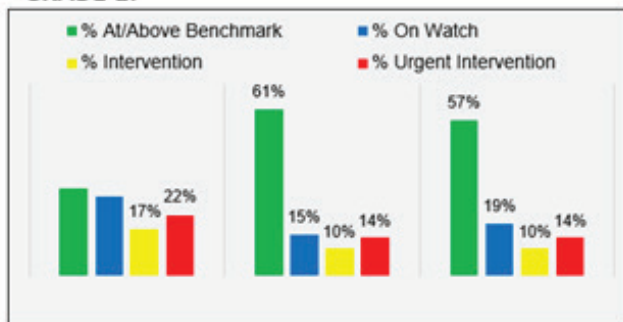
UNIVERSAL SCREENER KINDERGARTEN:



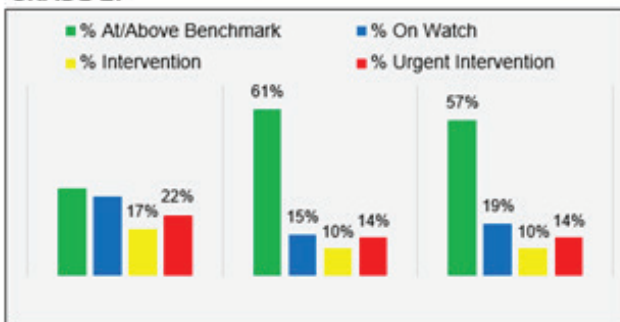
SECTION 1b: DATA FOR GRADES 1-3

Universal Screener Tool:
Star Reading & Early Literacy

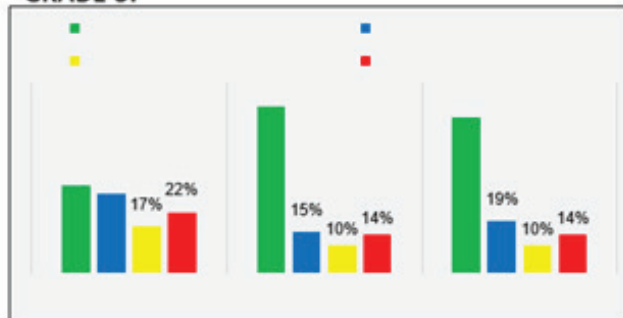
GRADE 1:



GRADE 2:



GRADE 3:



SECTION 2a: OVERALL GOAL BASED ON DATA

- Type overall goal(s) here. For example: Increase the percentage of third grade students scoring at/above benchmark from 32% at BOY to 70% at EOY. If you have more than one overall goal, you may number or bullet, like shown here.

SECTION 2b: SMART GOALS

SPECIFIC

MEASURABLE

ATTAINABLE

RELEVANT

TIME-BOUND

SMART goals should include steps that will assist the coach in meeting the data-identified overall goal in section 2a.

GOALS/OUTCOMES	PERSON RESPONSIBLE	TIMELINE	RESOURCES	EVIDENCE OF PROGRESS	DATES COMPLETED	EVIDENCE OF SUSTAINABILITY
1. Type your specific goal/outcome here. You can use more or less rows than the ones provided.	Type the responsibility here. Sometimes, more than one person/group is responsible for the task.	Type the timeline here. Be as specific as possible.	Type the potential resources here.	Type the evidence of progress here. How will you measure your mastery towards the goal?	Type when you complete certain tasks here. For example, PLCs, models, co-teachings, etc.	Type evidence of sustainability here.
2.						
3.						
4.						
5.						

Developing a School Profile and Strategic Plan Creating an Action Plan Through SMART Goals

S specific	M measurable	A attainable	R relevant	T time-bound
Your goal is direct, detailed and meaningful.	Your goal is quantifiable to track progress or success.	Your goal is realistic and you have the tools and/or resources to attain it.	Your goal aligns to your company mission.	Your goal has a deadline.

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Developing a School Profile and Strategic Plan Creating an Action Plan Through SMART Goals

G Goals	R Roles	R Resources	A Accountability	T Timeframe	E Empowerment
How do you create clear SMART goals?	Who is going to be involved?	What resources are needed? How do you access these resources?	Who "owns" what part(s) of the process or action steps?	All expectations need a timetable with final outcomes.	Delegation: <ul style="list-style-type: none"> • Purpose • Importance • Details • Success • Measurements • Questions

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Developing a School Profile and Strategic Plan Creating an Action Plan through SMART Goals

Here’s a SMART goal that was submitted by an administrator on their School Literacy Action Plan: **Increase the percentage of third grade students scoring at/above benchmark from 32% at BOY to 70% at EOY. (See Handout 4 – Section 1b: Data for Grades 1-3 and Section 2a: Overall Goal Based on Data.)**

Using the questions below, rewrite the goal so it is a SMART goal and discuss how you will support an administrator in writing and applying SMART goals for their School Literacy Action Plans.

Questions to consider:

- Why is this not a SMART goal?
- Which piece of the SMART goal is missing?
- How will you coach your administrator into making this a SMART goal?
- How do you approach the conversation about the goal being attainable?

Learn and Confirm

Utilizing Protocols and Documentation to Support Coaching and Impact

COACHING CYCLE
School Year: 2023-2024



Teacher:
Grade:
Coach:
School:

Pre-Conference	Act	Post-Conference	Improve
<ul style="list-style-type: none"> • What component(s) of instruction will be the focus of observation? • What is the content or skill objective(s)? • Identify the special needs of various students that should be considered. 	<ul style="list-style-type: none"> • Observation • Model lesson • Co-teaching Lesson • Side-by-side Coaching • Peer Observation • Content Building 	<ul style="list-style-type: none"> • What was your impression of the lesson? (What worked or didn't work?) • How will you/did you assess mastery of the content or skill objective? • What is the evidence that students have mastered the concept or skill objective? • If not mastered, how will we meet the students' needs? • When will we revisit to see how instructional delivery is progressing? (if applicable) 	<ul style="list-style-type: none"> • Based on this experience, what next steps will be taken to make instruction more effective? • How and when will these next steps be implemented? • How will you know you are successful?

 **Collaborate and Practice****Utilizing Protocols and Documentation to Support Coaching and Impact
Literacy Coach Shadowing Form**

- It is important that coaches build a portfolio of artifacts that supports the work they do with teachers and how that work helps improve their instructional practice.
- Access and read **Handout 5: Sample Literacy Coach Shadowing Form**.
- How could using a Literacy Coach Shadowing Form help you and others in the role of a coach?
- Why would having such a Literacy Coach Shadowing Form be beneficial for documenting coaching support and impact?

(MDE, 2023)

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Handout 5 on next page

Handout 6: Sample Literacy Coach Shadowing Form

Mississippi Department of Education

Coach:

Coach Shadowing:

School:

Pre-Conference	Post-Conference	Next Steps
<ul style="list-style-type: none">• <i>What questions do you have before going to shadow?</i>• <i>Identify your needs or the needs of the coach you are shadowing.</i>• <i>What is the planned activity to be observed?(teacher/coach conversation, PD, PLC, model lesson....)</i>	<ul style="list-style-type: none">• <i>What was your impression of what you observed? (What worked or didn't work?)</i>• <i>What did you learn and how will you use this skill at your school?</i>• <i>What additional questions/needs do you have?</i>	<ul style="list-style-type: none">• <i>Based on this experience, what next steps will be taken to make you a more effective coach?</i>• <i>How and when will these next steps be implemented?</i>

*The focus questions listed at the top of the form may be used as a guide for formulating pre/post conference questions.

Coach Signature: _____ Literacy Coach Signature: _____

End of Handout 5

Utilizing Protocols and Documentation to Support Coaching and Impact Coaching Cycle Documentation Form

Handouts 6-10 are resources that may be helpful as you work with individual teachers. They include a coaching cycle form (Handout 6), a learning walk protocol (Handout 7), an informal observation tool (Handout 8), a demonstration lesson focus form (Handout 9), and a lesson planning form (Handout 10). In your small groups or with a partner think about your role as a coach as you review the handouts and discuss the following:

- How could using these resources provide evidence of your coaching and how it has worked to change teacher practice?

(MDE, 2023)

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Handout 6-10 on next pages

Handout 5: Sample Literacy Coach Shadowing Form

Mississippi Department of Education

Teacher:

Grade:

Observer:

Date:

Pre-Conference	Act	Post-Conference	Improve
<ul style="list-style-type: none"> • <i>What component(s) of instruction will be the focus of observation?</i> • <i>What is the content or skill objective(s)?</i> • <i>Identify the special needs of various students that should be considered.</i> 	<ul style="list-style-type: none"> • <i>Observation</i> • <i>Model Lesson</i> • <i>Co-teaching Lesson</i> • <i>Side-by-side Coaching</i> • <i>Peer Observation</i> • <i>Content Building</i> 	<ul style="list-style-type: none"> • <i>What was your impression of the lesson? (What worked or didn't work?)</i> • <i>How will you/did you assess mastery of the content or skill objective?</i> • <i>What is the evidence that students have mastered the concept or skill objective?</i> • <i>If not mastered, how will we meet the students' needs?</i> • <i>When will we revisit to see how instructional delivery is progressing? (if applicable)</i> 	<ul style="list-style-type: none"> • <i>Based on this experience, what next steps will be taken to make instruction more effective?</i> • <i>How and when will these next steps be implemented?</i> • <i>How will you know you are successful?</i>

*The focus questions listed at the top of the form may be used as a guide for formulating coaching questions.

Teacher Signature: _____ Literacy Coach Signature: _____

Handout 7: Learning Walk Protocol

Mississippi Department of Education

Teacher:

Grade:

Observer:

Date:

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of HQIM materials, 4) writing and Tier 1 teacher-led small groups and stations.

INSTRUCTION PART 1: APPLICATION OF STRUCTURED LITERACY CONCEPTS		NOTES/EVIDENCE
PHONEMIC AWARENESS Whole group for K-1 Differentiated instruction for 2-3	<ul style="list-style-type: none"> ☒ Targets appropriate phonological awareness and word recognition skills (e.g., syllables, onset-rime, initial phoneme identification, phoneme isolation, blending, segmenting, substitution, deletion, reversal) for age and skill level of group ☒ Models right to left; students view left to right ☒ Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples ☒ Includes multisensory approach (e.g., hand motions, tapping, movement, use of sand or other manipulatives) ☒ Uses words in oral language that students know, or teacher incidentally defines to enhance meaning 	<ul style="list-style-type: none"> ☒ Strong Evidence ☒ Observed ☒ Needs Attention ☒ Not Observed

<p style="text-align: center;">PHONICS</p>	<ul style="list-style-type: none"> ☒ Targets appropriate word-recognition skills for grade and skill level ☒ Follows explicit, systematic lesson plan ☒ Includes multisensory blending and reading activities (e.g., hand motions, sand, objects to move during blending) ☒ Explicitly and accurately labels the linguistic vocabulary being taught and provides appropriate examples ☒ Uses routines, cards, strategies, or signals throughout lesson to help students distinguish, name, remember and write sounds and letters ☒ Fluency is embedded throughout instruction 	<ul style="list-style-type: none"> ☒ Strong Evidence ☒ Observed ☒ Needs Attention ☒ Not Observed 	
<p style="text-align: center;">VOCABULARY & ORAL LANGUAGE</p>	<ul style="list-style-type: none"> ☒ Targets key vocabulary for direct instruction ☒ Draws students' awareness to sounds, syllables, spelling and/or morphology of the words ☒ Follows explicit routine for verbally introducing new words ☒ Provides multiple opportunities for students to use new words orally (listening and speaking) ☒ Uses strategies and activities to explore word relationships (antonyms, synonyms, multiple meanings, semantic maps, sorting by categories, etc.) ☒ Teaches strategies for independent word learning ☒ Provides opportunities for incidental word learning (read alouds and independent reading) ☒ Fluency is embedded throughout instruction 	<ul style="list-style-type: none"> ☒ Strong Evidence ☒ Observed ☒ Needs Attention ☒ Not Observed 	

COMPREHENSION	<ul style="list-style-type: none"> ☒ Chooses complex high-quality texts appropriate for grade band ☒ Builds knowledge before reading new text ☒ Utilizes before, during, and after reading strategies (e.g., identifies genre, establishes a purpose, builds background knowledge, visualizing, questioning, graphic organizers, summarizing, writing in response to text, etc.) ☒ Monitors comprehension with variety of tasks ☒ Utilizes variety of shared reading strategies (choral, partner, whisper, etc.) 	<ul style="list-style-type: none"> ☒ Strong Evidence ☒ Observed ☒ Needs Attention ☒ Not Observed 	
	<p><i>*Strong Evidence – Effectively Implemented; Observed – Compliant; Needs Attention Occurring, but Weak</i></p> <p>Additional Notes:</p>		

Teacher:
 Grade:
 Observer:
 Date:

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of HQIM materials, 4) writing and Tier 1 teacher-led small groups and stations.

INSTRUCTION PART 2: INSTRUCTIONAL STRATEGIES	NOTES/EVIDENCE
Teacher communicates clearly and effectively. <input type="checkbox"/> Provides positive corrective feedback <input type="checkbox"/> Provides appropriate and clear instructions for all students	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed
Teacher uses systematic, sequential, and explicit instruction that includes: <input type="checkbox"/> explanations; <input type="checkbox"/> models of expected outcomes; <input type="checkbox"/> gradual release model; <input type="checkbox"/> scaffolding during instruction; <input type="checkbox"/> questioning and discussion techniques that promote higher order thinking skills; <input type="checkbox"/> text-dependent questioning.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed
Teacher uses strategies that promote dialogue between students (e.g., Think/Pair/Share, Turn and Talk).	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed
Teacher uses appropriate pacing during instruction that includes wait time for students.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed

<p>Teacher uses developmentally appropriate strategies for explicit instruction (e.g., counting syllables of vocabulary words, identifying rhyming words in a read aloud, decoding multisyllabic words, defining multiple meaning words, etc.)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed 	
<p>Teacher integrates skills from multiple reading components during instruction (e.g., using phonics skills to decode vocabulary words, discussing unknown words during comprehension).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed 	
<p>Teacher assistant (TA) serves as an instructional assistant during the literacy block.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates a small group/center <input type="checkbox"/> Provides redirection as needed <input type="checkbox"/> Assists with student engagement 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed 	
<p><i>*Strong Evidence – Effectively Implemented; Observed – Compliant; Needs Attention Occurring, but Weak</i></p>		
<p>Additional Notes:</p>		

Teacher:
 Grade:
 Observer:
 Date:

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of HQIM materials, 4) writing and Tier 1 teacher-led small groups and stations.

CLASSROOM ATMOSPHERE		NOTES/EVIDENCE
Classroom behavior management system is evident with routines and creates a positive learning environment including a culture of learning with high expectations.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Classroom arrangement is conducive to whole- group instruction and small group instruction.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Teacher is positioned to observe all students and uses proximity to maintain student engagement and positive behavior.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Daily class schedule/agenda is posted, aligned to HQIM suggested times, and includes uninterrupted time for literacy instruction.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Transitions between activities for small-group and whole-group are smooth and efficient; students demonstrate familiarity with routines and procedures.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	

<p>Interactive learning walls are frequently updated, present, representative of the grade level, and purposeful to the type of learning wall (word walls, sound walls, phonics walls, focus/topic walls, etc.)</p>	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
<p>Classroom library is organized and accessible in a student-friendly format. <input type="checkbox"/> Books <input type="checkbox"/> Online Books <input type="checkbox"/> Both</p>	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
<p>Interactive anchor charts are present, accessible to all students, and reflect current skill/concepts being taught from HQIM.</p>	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
<p><i>*Strong Evidence – Effectively Implemented; Observed – Compliant; Needs Attention Occurring, but Weak</i></p>		
<p>Additional Notes:</p>		

PREPARATION OF HQIM MATERIALS		NOTES/EVIDENCE
Teacher utilizes Teacher Edition and/or daily/weekly lesson plan. *Evidence of teacher preparation is noted through annotation of HQIM lesson plan.		
Teacher and student materials are accessible and organized. Teacher uses a variety of resources (e.g., computer, smartboard, letter tiles, manipulatives, or lapboards) during literacy instruction. o Whole Group o Small Group	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Kindergarten: Materials are aligned to the HQIM topic. Topic: _____	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Teacher differentiates based on HQIM assessment data (observed or documented on planning instrument).	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Student work is current, posted, and reflects HQIM materials/topic.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
*Strong Evidence – Effectively Implemented; Observed – Compliant; Needs Attention Occurring, but Weak		
Additional Notes:		

Teacher:
 Grade:
 Observer:
 Date:

Purpose: The purpose of a learning walk is to provide an opportunity for administrators and the literacy coach to obtain a brief snapshot of the classroom by collecting evidence based on specific areas using a valuable tool to observe: 1) instruction (application of structured literacy concepts), 2) instruction (instructional strategies), 3) classroom atmosphere and preparation of HQIM materials, 4) writing and Tier 1 teacher-led small groups and stations.

WRITING INSTRUCTION		NOTES/EVIDENCE
Daily writing instruction clearly follows the suggested HQIM schedule.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
There is clear evidence of student writing practice of skills (e.g., name/introduce a topic, state an opinion, sequence events, cite evidence, provide facts/reasons, use temporal words, use linking words/phrases, provide a conclusion, planning, revising, editing, research, command of language skills in Language standards 1-3).	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
There is clear evidence of writing embedded across the curriculum.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
There is clear evidence of text-based and/or text-adjacent writing according to grade level standards.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Kindergarten: There is evidence of student writing using a combination of drawing, dictating, and writing to compose text.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
There is evidence of gradual release in writing instruction through classroom displays. <input type="checkbox"/> Teacher modeling <input type="checkbox"/> Group writing <input type="checkbox"/> Independent writing <input type="checkbox"/> Conferencing with actionable feedback	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	

<p>There is evidence of published student writing through classroom displays.</p> <p><input type="checkbox"/> Digital <input type="checkbox"/> Written</p> <p>Note: All students should be represented through posted writing, regardless of individual developmental writing stage.</p>	<p><input type="checkbox"/> Strong Evidence</p> <p><input type="checkbox"/> Observed</p> <p><input type="checkbox"/> Needs Attention</p> <p><input type="checkbox"/> Not Observed</p>	
<p><i>*Strong Evidence – Effectively Implemented; Observed – Compliant; Needs Attention Occurring, but Weak</i></p>		
<p>Additional Notes:</p>		

TIER 1 FLEXIBLE TEACHER-LED SMALL GROUPS AND STATIONS		NOTES/EVIDENCE
A list or chart indicating student groupings for teacher-led small group instruction is visible.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Literacy small groups/stations clearly reflect HQIM <input type="checkbox"/> Teacher led small group <input type="checkbox"/> Teacher assistant led small group <input type="checkbox"/> Technology based projected path <input type="checkbox"/> Independent group work is an extension of HQIM instruction <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ Kindergarten: <input type="checkbox"/> All small group/stations should integrate literacy skills.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Small groups/stations include: <input type="checkbox"/> Alignment to the HQIM <input type="checkbox"/> Student-friendly directions <input type="checkbox"/> Applicable materials (e.g., manipulatives, technologies, charged devices, supplies, etc.)	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Students remain academically engaged during small groups/stations and independent work. <input type="checkbox"/> Early finisher work is present, if applicable.	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
Tier 1 teacher-led and assistant-led small group instruction includes: <input type="checkbox"/> Appropriate number of students <input type="checkbox"/> Eyes on text <input type="checkbox"/> Differentiated instruction connected to the HQIM	<input type="checkbox"/> Strong Evidence <input type="checkbox"/> Observed <input type="checkbox"/> Needs Attention <input type="checkbox"/> Not Observed	
<i>*Strong Evidence – Effectively Implemented; Observed – Compliant; Needs Attention Occurring, but Weak</i>		
Additional Notes:		

End of Handout 7

Handout 8: Informal Observation Tool

Mississippi Department of Education

Teacher: _____ Grade: _____ Date: _____

School: _____ Coach: _____ Total Time: _____

- Expeditionary Learning Into Reading myView Wonders 2020 Wit and Wisdom
 Whole Group Small Group Other

Evidence/Comments		
Teacher Actions	Time	Student Actions

End of Handout 8

Handout 9: Demonstration Lesson Focus Form

Mississippi Department of Education

Teacher: _____ Grade: _____ Date: _____

School: _____ Coach: _____ Total Time: _____

Lesson Focus/Essential Reading Component: _____

While observing the demonstration lesson, consider how the coach:

<ul style="list-style-type: none">• Explains lesson objectives and procedures.• Activates prior knowledge.• Models the use of concrete examples.• Makes learning visible and breaks down instruction into steps.• Uses scaffolding to support student learning.• Integrates previously learned knowledge and skills.	<ul style="list-style-type: none">• Paces instruction and provides students enough thinking time.• Provides frequent opportunities for students to respond.• Gives students immediate and specific feedback.• Adjusts instruction based on students' responses.• Monitors student learning and progress.
Notes/<u>Observations</u>:	Questions:

End of Handout 9

Handout 10: Lesson Planning Form

Mississippi Department of Education

Coach Lesson Planning Chart for: _____

Coach: _____ Teacher(s): _____ School: _____

Grade(s): _____ Date: _____

Content/Standards Addressed in the Lesson

Coaching FOCUS: What <u>content</u> will your teacher be learning during this lesson?	Which <u>strategies</u> will you use to reinforce learning of content?	LESSON OUTLINE: What steps will you take to conduct your lesson?
	Reading: Writing: Listening: Speaking:	

How will I help the teacher and students build background for the new learning?

Support Data	Focus Questions for the Observing Teacher	Key Vocabulary Focus

Materials, Scaffolding, and Assessment

Materials Needed (Please list ALL items) <i>NOTE: Identify by * which resources to be used are school based (Basal, instructional program, etc.)</i>		Teaching Techniques for Scaffolding Learning	Assessment
For INSTRUCTION:	For STUDENTS:	Identify lesson type (Modeling/Co-teaching): Identify where lesson occurs (classroom, PD, PLC): Resources provided to teachers as follow-up to lesson: Grouping: <input type="checkbox"/> Whole class <input type="checkbox"/> Small group <input type="checkbox"/> Center <input type="checkbox"/> Teacher-led Center	<input type="checkbox"/> Informal Observation/ Anecdotal Notes <input type="checkbox"/> Formal-Checklist <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Student Product <input type="checkbox"/> Center Accountability Tool (i.e., self-check, recording sheets, etc.) <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Other _____

End of Handout 10

Learn and Confirm

Communicating Literacy Efforts to Stakeholders

- Helping stakeholders such as school staff, students, community members, and families understand legislation and/or district expectations for literacy achievement
- Communicating with transparency screening and performance data outcomes and goals for children
- Modeling strategies for parents to support their children at home through efforts such as family literacy events



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Collaborate and Practice

Communicating Literacy Efforts to Stakeholders

Helping All Stakeholders Understand Legislation and/or District Expectations for Literacy Achievement

Questions to consider:

- Is new literacy legislation or district policy being put in place?
- Do any changes have implications for school policy or programs?
- Will school expenditures or staff resources be needed to implement the policy?

*Adapted from REL Northeast & Islands Toolkit: Disseminating Results Externally

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 **Collaborate and Practice****Communicating Literacy Efforts to Stakeholders**
Helping All Stakeholders Understand Legislation and/or District Expectations for Literacy Achievement**Questions to consider (*continued*):**

- Will students or faculty be impacted by the policy? If so, how many?
- Does the policy address a high-profile issue in the district or school (e.g., teacher effectiveness, academic outcomes, racial or gender achievement gaps)?
- Has there been media coverage of the new policy?

*Adapted from REL Northeast & Islands Toolkit: Disseminating Results Externally

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Communicating Literacy Efforts to Stakeholders
Helping Students and Families Understand Legislation and/or District Expectations for Literacy Achievement**Considerations:**

- Summarize key points of the policy and share with stakeholders in plain language verbally or in writing.
- Consider your audience – parent native languages may be important.
- Disseminate information through multiple channels.

*Adapted from REL Northeast & Islands Toolkit: Disseminating Results Externally

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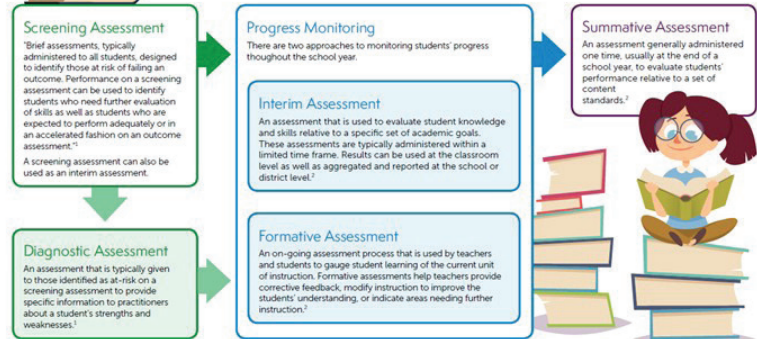
Collaborate and Practice Communicating Literacy Efforts to Stakeholders: Parents

- Communicate with transparency screening and performance data outcomes and goals for children.
- Create a parent-friendly description for the definitions of screening and summative assessments provided in **Handout 11: Assessment Terms Used in Reading.**



Assessment Terms Used in Reading

There are multiple terms used to describe reading assessments. This infographic is intended to clarify these terms.



1. Foorman, B.R., Kershaw, S., & Pletscher, Y. (2013). Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR). (REL 2013-008). Washington, DC: U.S. Department of Education, Institute of Education Sciences.

2. Pene, M., Marston, S., Gong, B., & Wenzel, J. (2007). The role of interim assessments in a comprehensive assessment system. The Aspen Institute.

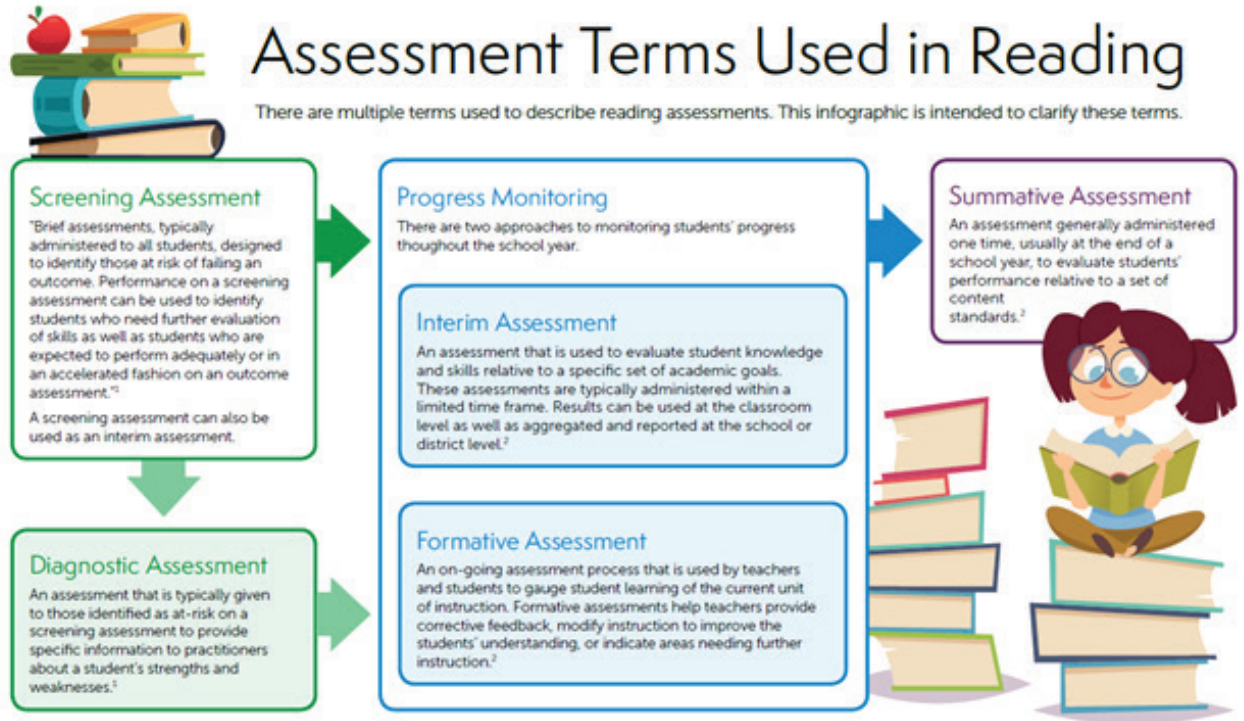
Information in this infographic is supported by EUNCE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-15-17-C-002) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

In addition, the instructional practices shown in this infographic are not intended to mandate, direct, or control a State's local educational agency's, or school's specific instructional content, academic achievement system and assessment, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system, and assessments, curriculum, or program of instruction they wish.



Handout 11 on next page

Handout 11: Assessment Terms Used in Reading



1. Foorman, B.R., Kershaw, S., & Petscher, Y. (2013). *Evaluating the screening accuracy of the Florida Assessments for Instruction in Reading (FAIR)*. (REL 2013-008). Washington, DC: U.S. Department of Education, Institute of Education Sciences.
2. Perie, M., Marion, S., Gong, B., & Wertzell, J. (2007). *The role of interim assessments in a comprehensive assessment system*. The Aspen Institute.

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End of Handout 11

Collaborate and Practice Communicating Literacy Efforts to Stakeholders: Parents

- Communicating with transparency screening and performance data outcomes and goals for children is important.
- Create a parent-friendly description for the performance data outcomes and goals for children from the SMART goal that you created in Handout 4: Sample School Literacy Action Plan.

SCHOOL LITERACY ACTION PLAN

SCHOOL YEAR: **HANDOUT 4**



MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

School Name: **[ABC Elementary]**
Principal: **[Jane Doe]**
Literacy Coach: **[Jim Smith]**
Date Updated: **[September 5, 2022]**

SECTION 2a: OVERALL GOAL BASED ON DATA

- Type overall goal(s) here. For example: Increase the percentage of third grade students scoring at/above benchmark from 32% at BOY to 70% at EOY. If you have more than one overall goal, you may number or bullet, like shown here.

Handout 4: Sample School Literacy Action Plan

SECTION 2b: SMART GOALS

SPECIFIC
MEASURABLE
ATTAINABLE
RELEVANT
TIME-BOUND

SMART goals should include steps that will assist the coach in meeting the data-identified overall goal in section 2a.

GOALS/OUTCOMES	PERSON RESPONSIBLE	TIMELINE	RESOURCES	EVIDENCE OF PROGRESS	DATES COMPLETED	EVIDENCE OF SUSTAINABILITY
1. Type your specific goal/outcome here. You can use more or less rows than the ones provided.	Type the responsibility here. Sometimes, more than one person/group is responsible for the task.	Type the timeline here. Be as specific as possible.	Type the potential resources here.	Type the evidences of progress here. How will you measure your mastery towards the goal?	Type when you complete certain tasks here. For example, PLCs, models, co-teachings, etc.	Type evidences of sustainability here.
2.						
3.						
4.						
5.						

Communicating Literacy Efforts to Stakeholders Modeling Strategies For Parents to Support Their Children at Home Through Efforts Such as Family Literacy Events

Handout 12: Talking While You Read Trifold

Family Activities

- Literacy activities that teachers explain, model, and give to families.
- Easy-to-follow plans for families.
- Includes an example, a key, and materials.

Talking While You Read

When you read together, talk with your child about the book. Talking develops your child's vocabulary and understanding of the book.

Choose a book with detailed pictures and of interest to your child. First, read the entire book to your child. Next, read the book again, stopping on every page or every other page to have a conversation using PEER:

Prompt your child to say something about the book, by asking a question. Ask *wh* questions (who? what? when? where? why? how?).

Evaluate your child's response.

Expand your child's response by rephrasing and adding information to it.

Repeat the prompt.

Use PEER with any book.



The Tale of Peter Rabbit

Excerpt from Beatrix Potter with example prompts.

Once upon a time there were four little rabbits, and their names were Flopsy, Mopsy, Cotton-tail and Peter. They lived with their mother in a sand-bank, underneath the root of a very big fir tree.

Why do you think the rabbits lived under a big tree?

"Now, my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden. Your father had an accident there; he was put in a pie by Mrs. McGregor. Now run along and don't get into mischief. I am going out!"

What does mischief mean? Why did Mrs. Rabbit tell her bunnies not to get into trouble?

Then old Mrs. Rabbit took a basket and her umbrella and went through the wood to the baker's. Flopsy, Mopsy and Cotton-tail who were good little bunnies went down the lane together to gather blackberries.

What does gather mean? Which bunny did not pick or collect, blackberries?



But Peter who was very naughty, ran straight away to Mr. McGregor's garden and squeezed under the gate! First, he ate some lettuces and some French beans and then he ate some radishes. And then, feeling rather sick, he went to look for some pansley, but round the end of a cucumber frame, who should he meet but Mr. McGregor!

Why do you think Peter felt sick? How do you think Peter Rabbit felt when he saw Mr. McGregor?

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out "Stop thief!" Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate. He rushed into a toolshed and jumped into a can.

Why did Mr. McGregor call Peter a thief? What do you think will happen to Peter next?

Handout 12 on next page

Handout 12: Talking While You Read Trifold

Mississippi Department of Education

Talking While You Read

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Prompt your child to say something about the book, by asking a question. Ask **wh** questions (who? what? when? where? why? how?).

Evaluate your child's response.

Expand your child's response by rephrasing and adding information to it.

Repeat the prompt.

Use PEER with any book.



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What does mischief mean? Why did Mrs. Rabbit tell her bunnies not to get into trouble?

Then old Mrs. Rabbit took a basket and her umbrella and went through the wood to the baker's. Flopsy, Mopsy and Cotton-tail who were good little bunnies went down the lane together to gather blackberries.

What does gather mean? Which bunny did not pick, or collect, blackberries?



But Peter who was very naughty, ran straight away to Mr. McGregor's garden and squeezed under the gate! First, he ate some lettuces and some French beans and then he ate some radishes. And then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, who should he meet but Mr. McGregor!

Why do you think Peter felt sick? How do you think Peter Rabbit felt when he saw Mr. McGregor?

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out "Stop thief!" Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate. He rushed into a toolshed and jumped into a can.

Why did Mr. McGregor call Peter a thief? What do you think will happen to Peter next?

End of Handout 12

Recognizing and Celebrating Progress and Supporting Improvement Teacher Progress

- Access and read **Handout 13: 10 Ways to Collaborate with Your Literacy Coach.**
- With a partner, identify possible points of progress and celebration from the first nine ways teachers can collaborate with literacy coaches.
- Discuss the tenth way to collaborate from the handout and what these celebrations do look like or could look like for the teachers with whom you collaborate.
- How could you work with teachers to identify and overcome obstacles to support improvement?

Handout 13 on next page

Handout 13: 10 Ways to Collaborate with Your Literacy Coach

By Joy Vega

October 19, 2015 Retrieved from:

<https://www.edutopia.org/discussion/10-ways-collaborate-your-literacy-coach>

If you have collaborated with a literacy coach before, you understand how instrumental the coaching process can be when looking for approaches to maximize student achievement. If coaching is new for you, however, you may not know where to begin. There are numerous ways to connect with your literacy coach - the possibilities are truly endless - but here are ten ideas to get you on the path to collaboration with your coach!

1. Ask Questions

If you have questions about students, resources, lessons, or other literacy-related topics, your coach is a go-to resource. Often these questions are the seeds that lead to collaboration! Literacy coaches are there to support you and to work with you to boost student achievement, not to evaluate or judge you based on what you may or may not know. Coaches love to talk to teachers - do not be afraid to ask questions!

2. Plan Together

Planning with your literacy coach could include planning lessons, planning student groupings, or planning for future coaching. Regardless of what you plan, you get the benefit of another set of eyes and expertise. Perhaps the biggest benefit of planning with your coach is the opportunity to bounce ideas off each other and discuss options from multiple angles. Thinking through planning this way can lead to more effective brainstorming and an increased ability to evaluate the potential success or pitfalls of options.

3. Teach Together

Co-teaching allows you and your literacy coach to learn from each other. It enables you each to utilize your strengths and grow in your areas of weakness with a partner to support you. The give and take of co-teaching can be a perfect format for trying new things and approaching difficult tasks.

4. Watch as Your Coach Teaches

Observing your literacy coach in action as a teacher can be useful if you want to learn new teaching methods, if you want to get a feel for the flow of a lesson, or if you want to be able to observe student responses to instruction more objectively. This is especially useful if you plan the lesson together and take notes as the coach teaches. Then you can evaluate and discuss the lesson and the response of the students later.

5. Let Your Coach Watch as You Teach

This is intimidating for many teachers, but the benefits of allowing your literacy coach to watch you teach are worth the discomfort. You can select a focus with your coach ahead of time, and then your coach can take objective notes to be used in later conversations as you look for strengths, determine how students are responding to different instructional methods, and look for opportunities to up your game to the next level. The agenda for this type of coaching is yours - the coach is not looking for what is right or wrong, but for evidence of learning related to what you want to focus on.

6. Have Regular Conversations

These conversations can be related specifically to coaching (setting coaching goals, discussing coaching sessions, planning for next steps), but they can also encompass a variety of other topics. Talking on a regular basis helps keep your literacy coach in the loop and gives them a window into the needs of your students. It also helps build a relationship with your coach, which is critical to coaching success!

7. Analyze Data Together

The assessment is completed... now what? Work with your literacy coach to interpret results! Are there groups of students who have gaps in similar areas? You can work together to plan small group support for those students. Are there trends that show success across the board with certain skills? Celebrate what is working!

8. Participate in Professional Development Opportunities

Attend professional development presented by your coach - you can often find ways to collaborate further about the content of the session and to personalize the learning within the setting of your own classroom. Your coach can work with you in a variety of ways as you apply your new learning!

9. Join a Study Group

If your literacy coach facilitates a study group, join in! This is a great way to connect with your coach and with other teachers, often from a variety of grade levels. You can learn more about professional resources, work with vertical teams, and develop a group of friends along the way.

10. Celebrate and Reflect on Successes AND Obstacles!

There is nothing literacy coaches love more than to celebrate successes with you! If you have had successes, share them! Reflecting on your successes can increase the likelihood of experiencing them again because you think about the process you went through and identifying what were the key factors in the success. If you are running into obstacles, reflecting with a coach can help to identify your key barriers and develop a plan of action to overcome them.

Coaching can be a valuable tool in your educator toolbox. Be on the lookout for ways to collaborate with your coach to help you grow as an educator and to help your students increase their levels of achievement!

This piece was originally submitted to our community forums by a reader. Due to audience interest, we've preserved it. The opinions expressed here are the writer's own.

End of Handout 13

Collaborate and Practice

Recognizing and Celebrating Progress and Supporting Improvement Supporting Improvement

Video 1: Courageous Conversations

- Watch this 8-minute video.
- Note the 10 tips shared for effective and purposeful difficult conversations.
- Respond to the questions on **Handout 14: Video Viewing Guide for Courageous Conversations.**
- Discuss your responses at your tables.



Handout 14 on next page

Handout 14: Video Viewing Guide for Courageous Conversations Mississippi Department of Education

Mississippi Department of Education

Directions: Watch **Video 1: Courageous Conversations** and answer the questions below.

Video: <https://drive.google.com/file/d/1o9T6DIhkXiFwalHM2Nk60xzem4-5giKO/view?usp=sharing>

Question	Answer
1. What are advance planning/preparation steps for facilitating courageous coaching conversations?	
2. What are the execution steps that occur during the facilitation of courageous coaching conversations?	
3. What follow-up steps are important for ensuring the enduring success of courageous coaching conversations?	
4. Which of these steps do you think will be easiest for you? Which will be most challenging?	
5. Why do coaches often sidestep difficult conversations?	

Video retrieved from: <https://www.youtube.com/watch?v=t7ufD6egOro>

Learn and Confirm

Recognizing and Celebrating Progress and Supporting Improvement

- Classroom/Teacher-Level Progress
- Grade-Level Progress
- School-Level Progress (for an idea see **Handout 15**)
- District-Level Progress
- State-Level Progress (for an idea see **Handout 16**)



Handouts 15 and 16 on next pages

Handout 15: Celebrating School-Level Progress Idea

Handout 15

EMERGING SCIENCE OF READING AWARD SELECTION CRITERIA

CURRICULUM

- High-Quality Instructional Materials are implemented.
- Materials are aligned to the Science of Reading (if not using HQIM).
- Curricula/texts are selected through a research-based process.



PROFESSIONAL DEVELOPMENT

- 80% of teachers and school leaders have attended and completed statewide literacy professional development (e.g., AIM Pathways to Proficient Reading)
- Professional development is provided at the school level regarding topics related to the Science of Reading
- Teachers are provided opportunities to work with colleagues in PLCs regarding topics related to the Science of Reading.

DATA

Significant reading growth is demonstrated on the Universal Screener, Kindergarten Readiness, and/or 3rd grade MAAP ELA.



INSTRUCTION AND SCHOOL CULTURE

- Teachers align practices to the Science of Reading and demonstrate a change in instruction.
- School culture reflects the changes made.
- A plan is created for continued implementation and improvement on current practices.



End of Handout 15

Handout 16: Celebrating State-Level Progress Idea

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Florida Students Demonstrate ...

FLORIDA STUDENTS DEMONSTRATE SUCCESS IN SECOND YEAR OF FIRST-IN- THE-NATION PROGRESS MONITORING ASSESSMENTS



July 1, 2024

FDOE Press Office
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Florida Students Demonstrate Success in Second Year of First- in-the-Nation Progress Monitoring Assessments

~ Results show significant student growth and improvements across all statewide assessments~

Tallahassee, Fla., July 1, 2024 – Today, Florida Commissioner of Education Manny Diaz, Jr., announced the successful results of Florida’s second year of the Florida Assessment of Student Thinking (FAST) progress monitoring assessments. Additionally, the Commissioner highlighted End of Course (EOC) and Science assessments. Results from the 2023-2024 assessments demonstrate substantial student growth throughout the school year and notable year-over-year improvement across the state. These outcomes are a testament to the power of progress monitoring and its effectiveness in driving student achievement.

Florida has been at the forefront of implementing progress monitoring to better serve our students. Unlike traditional high stakes testing at the end of the year, progress monitoring provides teachers, students and parents with real-time, immediate and actionable data at the beginning, middle and end of the school year to drive student improvement. This enables immediate adjustments to teaching methods, and improved communication between educators and families.

“The substantial gains achieved by Florida’s students on all statewide assessments demonstrate that progress monitoring is working,” **said Commissioner of Education Manny Diaz, Jr.** “I want to thank our teachers for their hard work in the classroom and the dedication of Florida’s students to growing throughout the year. Our dedication to our students and our willingness to change the status quo is why Florida is the number one state for education.”

Takeaways from the 2023-2024 ELA and Mathematics FAST Assessments

School Year Improvement

- **Grades 3-10 ELA:** Performance increased by 20 percentage points over the school year. In Progress Monitoring 3 (PM3) assessment, 53% of students scored on grade level or above, compared to 33% in Progress Monitoring 1 (PM1) assessment.

- Scores over the 2023-2024 year increased by 20 percentage points, outpacing the previous year by 3 percentage points.
- The percentage of students scoring Level 1 (subject to possible retention) decreased from 25% in 2023 to 22% in 2024, the lowest percentage of Grade 3 students scoring Level 1 on ELA since 2019.
- **Grades 3-8 Mathematics:** Performance increased by 42 percentage points from PM1 to PM3. In PM3, 56% of students scored on grade level or above, compared to 14% in PM1.

Year-over-Year Improvement

- **Grades 3-10 ELA:** Statewide, 53% of students scored on or above grade level in PM3 in 2024, an increase of 4 percentage points from 2023.
- **Mathematics (PM3 and EOCs):** Statewide, 55% of students scored on or above grade level in 2024, an increase of 4 percentage points from 2023.

Takeaways from Statewide Science Assessments

- **Grade 5 Science:** 53% scored on or above grade level in 2024, a 2 percentage point increase from 2023.
- **Grade 8 Science (including Grade 8 students who took Biology 1):** 49% scored on or above grade level in 2024, a 2 percentage point increase from 2023.
- **Biology 1:** 66% scored at or above Level 3 in 2024, a 3 percentage point increase from 2023.

Takeaways from Statewide Algebra 1 and Geometry Assessments

- **Algebra 1:** 53% of students scored at or above Level 3 in 2024, a 3 percentage point increase from 2023.
- **Geometry:** 52% of students scored at or above Level 3 in 2024, a 6 percentage point increase from 2023.

Takeaways from Statewide Social Studies Assessments

- **Civics:** 67% of students scored at or above Level 3 in 2024, a 1 percentage point increase from 2023.

- **U.S. History:** 67% of students scored at or above Level 3 in 2024, a 5 percentage point increase from 2023.

Closing Achievement Gaps Across Subjects

- **ELA:** The achievement gap between African American students and White students narrowed by 1 percentage point compared to 2023.
- **Mathematics:** The achievement gap between African American students and White students narrowed by 2 percentage points, and between Hispanic students and White students by 1 percentage point.
- **Algebra 1:** The achievement gap between African American students and White students narrowed by 4 percentage points, and between Hispanic students and White students by 1 percentage point.
- **Geometry:** The achievement gap between African American students and White students narrowed by 3 percentage points, and between Hispanic students and White students by 1 percentage point.
- **Grade 5 Science:** The achievement gap between African American students and White students narrowed by 3 percentage points, and between Hispanic students and White students by 2 percentage points.
- **Grade 8 Science:** The achievement gap between African American students and White students narrowed by 2 percentage points, and between Hispanic students and White students by 1 percentage point.
- **Biology 1:** The achievement gap between African American students and White students narrowed by 5 percentage points, and between Hispanic students and White students by 2 percentage points.
- **Civics:** The achievement gap between African American students and White students narrowed by 1 percentage point.
- **U.S. History:** The achievement gap between African American students and White students narrowed by 5 percentage points, and between Hispanic students and White students by 2 percentage points.

End of Handout 16

Bridge to Practice Project for 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.
- Read **Handout 17: Reflection Rubric** to develop the reflection.
- Submit your reflection to your facilitator as instructed.

Handout 17 on next page

Handout 17: Rubric for Reflection on Teacher Growth as a Result of Coaching Support

Mississippi Department of Education

Rubric for reflection on teacher growth as a result of coaching support. In order for participants to pass this Bridge to Practice project, all areas must be met based on the rubric below.

Area	Met	Not Met
Choose one teacher with whom you have seen significant growth as a result of coaching support	Response includes: <ul style="list-style-type: none"> Reflection including at least one paragraph devoted to the selection of a teacher and evidence that the coach has seen significant growth with that teacher as a result of coaching support 	Response does not include or is missing : <ul style="list-style-type: none"> Reflection including at least one paragraph devoted to the selection of a teacher and evidence that the coach has seen significant growth with that teacher as a result of coaching support
Reflection sharing what worked with a teacher with whom you have seen significant growth as a result of coaching support	Response includes: <ul style="list-style-type: none"> Reflection including at least one paragraph devoted to sharing what worked with a teacher with whom you have seen significant growth as a result of coaching support 	Response does not include or is missing : <ul style="list-style-type: none"> Reflection including at least one paragraph devoted to sharing what worked with a teacher with whom you have seen significant growth as a result of coaching support
Reflection sharing why coaching practices worked with a teacher with whom you have seen significant growth as a result of coaching support	Response includes: <ul style="list-style-type: none"> Reflection including at least one paragraph devoted to sharing why certain coaching practices worked with a teacher with whom you have seen significant growth as a result of coaching support 	Response does not include or is missing : <ul style="list-style-type: none"> Reflection including at least one paragraph devoted to sharing why certain coaching practices worked with a teacher with whom you have seen significant growth as a result of coaching support
Reflection sharing which areas of growth were most evident with a teacher with whom you have seen significant growth as a result of coaching support	Response includes: <ul style="list-style-type: none"> Reflection including at least one paragraph devoted to sharing which areas of growth were most evident with a teacher with whom you have seen significant growth as a result of coaching support 	Response does not include or is missing : <ul style="list-style-type: none"> Reflection including at least one paragraph devoted to sharing which areas of growth were most evident with a teacher with whom you have seen significant growth as a result of coaching support

End of Handout 17

Questions?



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**We have completed
Session 16**

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