

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other: _____ No.: _____ Issue: _____ No. of pages: 222

Title: The Art of Focused Conversation

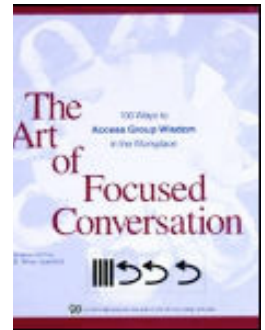
Author: Brian Stanfield (General Editor for The Canadian Institute of Cultural Affairs)

Year: 2000

Publisher: New Society Publishers

ISBN: 0-86571-416-9

elink: <http://new.society.com>



| | | | | | | | |
|--|---|---------|-------------------------|--------|-------------------|----------------------------|-------------------|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • Conversations take place all of the time between various groupings of people in a variety of places including the workplace but often little is communicated. • Changes in the workplace: whole-system organization demands that information must flow in every direction; recognition that change needs constant learning and relearning; facilitation has become an important management skill; full participation of staff members leads to innovation and achievement of goals. • Effective verbal communication can lead to greater effectiveness. • The “focused conversation” is a tool. | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • The focused conversation is a method based on a process of question-asking by a leader to assist a group in discussing a topic in depth. Everyone can have a voice. The process accesses and gives validity to group wisdom. It should not be used to deliver a message or when there is inadequate time. • The four levels of questions are: objective, reflective, interpretive, decisional. • Ten steps to facilitating a “focused conversation” are described in detail. Steps for preparing to facilitate the conversation are also described. Part II consists of 100 sample conversations. | | | | | | |
| <p>Quotations to Ponder:</p> <p>“... it is clear that an organization’s development depends on the quality of interchange and group reflection going on among the staff.” (p. 13)</p> <p><i>Conversation is the single greatest learning tool in your organization – more important than computers or sophisticated research.</i> (p. 16) William O’Brien</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Easy to read • Specific detailed instructions describing “how to” Many different examples will help to generalize the method • Doesn’t require any special tools, structures, resources | | | | | | |
| <p>Comments:</p> <p>Questioning, not telling is a characteristic of co-learning. The ability to use this strategy is an important skill of coaches. It would seem that an environment of trust and respect would be required to start the risk-taking that is necessary, but also, as a result of the coaching interaction, trust and respect would continue to grow and deepen.</p> | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion</td> <td style="width: 50%;">Description of practice</td> </tr> <tr> <td>Theory</td> <td>Literature Review</td> </tr> <tr> <td>Observation/ Case Study</td> <td>Empirical Studies</td> </tr> </table> | | Opinion | Description of practice | Theory | Literature Review | Observation/ Case Study | Empirical Studies |
| Opinion | Description of practice | | | | | | |
| Theory | Literature Review | | | | | | |
| Observation/ Case Study | Empirical Studies | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other: _____ No.: _____ Issue: _____ No. of Pages: 174

Title: Becoming a Literacy Leader: Supporting Learning and Change

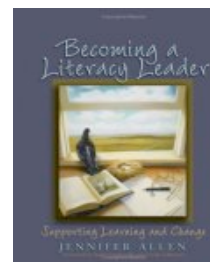
Author: Jennifer Allen

Year: 2006

Publisher: Stenhouse Publishers

ISBN: 1 57110 4194

eLink: www.stenhouse.com



| | | | | | | | | | | | | | |
|--|---|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|--------------------------|-------------------|--------------------------|----------------------------|-------------------------------------|-------------------|--------------------------|
| <p>Key Messages: The best literacy leaders:</p> <ul style="list-style-type: none"> • model collaboration and conversation knowing that teachers need opportunities to direct their own learning • work through a model of shared leadership to ensure consistency between grade levels and across buildings • advocate for putting resources into teachers, not programs • understand that teaching is more complex and challenges teachers in ways that were not expected in the past • keep the development of relationships and sharing stories among literacy leaders, classroom teachers and students in the forefront | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • How to organize a literacy room (book room plus professional learning material) • How to develop intervention classrooms for struggling readers and writers • Analyzing and using books, videos and journals as part of a professional development program • Leading teacher study groups using a variety of formats • Scheduling priorities to ensure the literacy leader's time is used effectively • Coaching new and experienced teachers without taking on the role of the expert | | | | | | | | | | | | |
| <p>Quotations to Ponder:</p> <p>“Study Group ... I have found that an hour session is an optimal amount of time for a meeting tacked on to an already packed work day.” (p. 55)</p> <p><i>This is not work for the faint-hearted. To do it well requires a calm disposition and the trust building skills of a mediator combined with the steely determination and perseverance of an innovator.</i> (p. 7) Ellen Guiney</p> <p><i>Remember that in the end it will be teachers who make a difference in children's school lives. It is teachers who will either lead the change or resist and stymie it. The focus of school change has to be on supporting teachers to become more expert and reorganizing all aspects of the educational system so that they can teach as expertly as they know how.</i> (p. 46) Richard Allington</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Based on the author's practical experiences but grounded in research • Provides examples of agendas, plans, and formats to use in working with both teachers and students • Numerous professional book lists to support literacy leaders and classroom teacher learning (e.g., Top 20 Professional Resources, p. 169) • Includes “student snapshots” – student work • Provides lists of mentor texts for teaching comprehension | | | | | | | | | | | | |
| <p>Comments: The author is an American elementary teacher; her examples come from her experience in American schools and deal with state mandated assessment plans. However, Jennifer Allen grounds her work in research and provides practical tools that coaches in Ontario could adapt to their context.</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> <td style="width: 50%;">Description of practice</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Literature Review</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Empirical Studies</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other: _____ No.: _____ Issue: _____ No. of Pages: 109

Title: Breakthrough

Author: Michael Fullan, Peter Hill, Carmel Crevola

Year: 2006

Publisher: Corwin Press, National Staff Development Council, Ontario Principals Council

ISBN: 14129264238737

Link:



Key Messages:

- In the 21st century, students need to become independent thinkers and learners.
- Breakthrough involves the education community as a whole establishing a system of expert data-driven instruction.
- Coherence between multiple levels of schooling is an important precondition for successful school reform.
- Provide a focus for learning for all students through personalization, precision teaching and professional learning.
- Schools need to work from the classroom outward.
- Assessment can be used to plot an improvement path at the individual and collective level.
- Conceptualize instructional systems as ongoing research and development projects.

Strategies/Information Described:

- No specific coaching strategies but provides background information on:
 - Elements of what researchers and practitioners have learned about school improvement over the past decade
 - Four new required ingredients if we want to move forward on meeting the needs of all students
 - How to build a critical learning instructional path (CLIP)
 - Leaders working with a “Breakthrough” focus and developing other leaders
 - Triple P model – personalization, precision and professional learning and the 6 core functions that support the three Ps

Quotations to Ponder:

“Non-negotiable beliefs:

- All students can achieve high standards given significant time and support
- All teachers can teach to high standards, given the right conditions and assistance
- High expectations and early intervention are essential
- Teachers need to learn all the time, and they need to be able to articulate both what they do and why they do it.” (p. 12)

“Systems have swamped schools with assessments and standards to the detriment of manageable and precise action. Too much of a good thing is a bad thing.

Precision means refinement, not death by information overdose ... assessment for learning must also provide learning to teacher about instruction ...” (p. 19)

Strengths:

- Cites and consolidates recent research in school improvement
- Provides a focus on classroom practices and learning strategies
- Practical pathways are described that help educators work from the classroom outward and put the learner first

Comments:

Evidence base (draws primarily from...):

| | | | |
|----------------------------|--------------------------|-------------------------|-------------------------------------|
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> |
| Observation/ Case Study | <input type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |

Professional Reading on Coaching: Annotated Bibliography

Book
 Journal
Other: _____
No.:
Issue:
No. of Pages: 106

Title: Choice Words: How Our Language Affects Children’s Learning

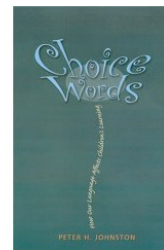
Author: Peter Johnston

Year: 2004

Publisher: Stenhouse

ISBN: 1 57110 389 9

eLink: <http://www.stenhouse.com/pdfs/0389fm.pdf>



| | | | | | | | |
|---|--|----------------------------------|---|---------------------------------|--|---|--|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • The language a teacher uses is a powerful tool that impacts directly on student self-esteem, engagement and achievement • The skilful teacher uses language to develop effective communicators and literate citizens for a democratic society • Language has content but it also delivers information about the speaker and how he/she views the listener • Language creates realities and invites identities • Language builds a sense of agency in students | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • Uses concrete examples to show how the words, phrases and uses of language can create an environment conducive to learning • Advocates reflective practice and raises awareness of the impact of the teacher’s use of language on the student’s sense of identity and achievement • Peter Johnston gives specific examples of questioning techniques and ways of using language to frame how students can use language in their personal and professional lives. | | | | | | |
| <p>Quotations to Ponder:</p> <p>“...children grow into the intellectual life around them.” (p.65)</p> <p>“Children in our classrooms are becoming literate. They are not simply learning the skills of literacy. They are developing personal and social identities—uniqueness and affiliations that define the people they see themselves becoming.” (p.22)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • As you read this resource you will feel as though you are engaged in a rich professional conversation • The practical examples illustrate the important ideas expressed by the author. • This book addresses a vital area of teacher knowledge that is often overlooked • The information and ideas presented are applicable to any teaching situation | | | | | | |
| <p>Comments:</p> | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion <input type="checkbox"/></td> <td style="width: 50%;">Description of practice <input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory <input type="checkbox"/></td> <td>Literature Review <input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study <input type="checkbox"/></td> <td>Empirical Studies <input type="checkbox"/></td> </tr> </table> | | Opinion <input type="checkbox"/> | Description of practice <input checked="" type="checkbox"/> | Theory <input type="checkbox"/> | Literature Review <input type="checkbox"/> | Observation/ Case Study <input type="checkbox"/> | Empirical Studies <input type="checkbox"/> |
| Opinion <input type="checkbox"/> | Description of practice <input checked="" type="checkbox"/> | | | | | | |
| Theory <input type="checkbox"/> | Literature Review <input type="checkbox"/> | | | | | | |
| Observation/ Case Study <input type="checkbox"/> | Empirical Studies <input type="checkbox"/> | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other: Includes 3 CDs No.: Issue: No. of Pages: 192

Title: Content-Focused Coaching
Author: Lucy West & Fritz Straub
Year: 2003
Publisher: Heinemann
ISBN: 0-325-00462-5
eLink:



| | | | | | | | | | | | | | |
|---|--|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|--------------------------|-------------------|--------------------------|----------------------------|-------------------------------------|-------------------|--------------------------|
| <p>Key Messages: Definition: Content-focused coaching is a professional development model designed to promote student learning and achievement by having a coach and a teacher work jointly in specific settings, guided by conceptual tools (Staub 2001). ... centers on students' learning in the lessons but is also about teachers' learning from the process.</p> <ul style="list-style-type: none"> The book supports the idea that coaching is just one of the practices that needs to be implemented in a professional learning environment and suggests that authentic professional learning communities and lesson studies must run together with coaching models to ensure sustainability of change. | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> The chapter called "What is content-focused coaching?" locates coaching in schools with students and includes a 3-part design model: Prelesson conference, The Lesson, and the Postlesson conference. The conceptual frame for coaching presented reflects a profound change in the definition of teaching – from teaching as <i>mechanically implementing</i> curriculum to teaching as <i>mindfully making use of</i> curriculum. Content-focused coaching includes teachers in studying four questions: what is the curriculum content to be learned by the students? how is this content to be taught? why is this specific content to be taught? and why will it be taught in this particular way? | | | | | | | | | | | | |
| <p>Quotations to Ponder: <i>There has probably never been a more challenging time for educators... more is understood about how both children and adults learn, and powerful new systems of instruction are being created to help teachers meet their new professional demands.</i> <i>Achieving a balance between imparting fundamental knowledge and teaching processes for using and even creating knowledge is perhaps teachers' greatest challenge. ... Academic rigor and the thinking curriculum need to be part of the same package, not - as some have proposed - an either-or proposition.</i> Lauren Resnick (p. xiii)</p> <p>"We think it is the role of educators, as members of a professional community, to keep abreast of the research about how students learn and consider its implications for best teaching practices. The road from theory to practice runs through highly complex terrain and is often long and uncharted." (p. xxi)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> This book is a report of an implemented project of coaching in mathematics classes in New York City schools. The coaching processes and learnings are applicable to coaching in other disciplines. The report deals in detail with the different learnings experienced by teachers all along the continuum of teaching experience and talks quite frankly about a variety of obstacles that may be encountered as well as giving advice about including teachers in the setting of the goals for coaching. The book provides a content-focused coaching framework with well-defined and described structures. It includes notes on diagnosing teachers' needs and watching and studying video segments. There are three case studies: coaching a new teacher, an experienced teacher and a teacher leader. The roles of principals and administrators from the School District are delineated. | | | | | | | | | | | | |
| <p>Comments: Lucy West was the plenary speaker for the August '06 Coaching Institute.</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> <td style="width: 50%;">Description of practice</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Literature Review</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Empirical Studies</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |

Documentation sur le coaching

Livre: Revue: Autre: _____ vol.: n°: p.:

Titre: L'art d'enseigner: Pour une intégration créative des concepts d'apprentissage

Auteurs: Barrie Bennett et Carol Rolheiser

Adaptation par Martine Leclerc

Maison d'édition: Chenelière-Éducation

ISBN: 2-7650-1002-1

Courriel : www.cheneliere-education.ca

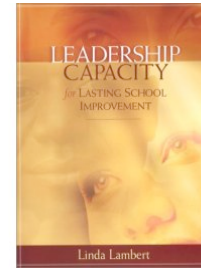


| | | | | | | | |
|---|---|----------------------------------|--|---|--|---|--|
| <p>Messages clés:</p> <ul style="list-style-type: none"> • L'art et la science dans l'enseignement • L'élaboration de son répertoire pédagogique visant l'acquisition de concepts • L'importance du dialogue comme moyen de structuration de la pensée | <p>Stratégies:</p> <ul style="list-style-type: none"> • La stratégie de pensée inductive • La controverse créative et l'analyse en équipe • La participation active • L'approfondissement de la pensée critique et l'exploration des idées des autres | | | | | | |
| <p>Matière à réflexion:</p> <p>Nous sommes d'avis que, pour faciliter le dialogue et enrichir l'apprentissage, les enseignants doivent bien connaître le langage de leur profession... afin d'être en mesure de réagir aux modes d'apprentissage de leurs élèves. Leurs décisions doivent être le fruit de leur réflexion et non pas dictées par les circonstances. Ils doivent alors s'appuyer sur leurs propres expériences et sur celle des autres. Nous favorisons l'émergence d'une intelligence pédagogique consciente et collective. (p.49)</p> | <p>Points forts:</p> <ul style="list-style-type: none"> • Développer son répertoire de façon à choisir les bons outils au bon moment • Connaître les stratégies qui permettent aux enseignants d'être plus efficaces sur le plan pédagogique • Faire comprendre à l'aide d'exemples pratiques et d'exercices réflexifs, l'impact des différents outils présentés. | | | | | | |
| <p>Commentaires: Une excellente ressource pédagogique qui permet d'identifier les meilleures pratiques qui ont une influence sur l'amélioration du rendement et qui encourage les enseignantes et enseignants à réfléchir sur leur propre enseignement et à en faire l'analyse.</p> | | | | | | | |
| <p>Argumentation basée sur:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion <input type="checkbox"/></td> <td style="width: 50%;">Description de pratiques <input checked="" type="checkbox"/></td> </tr> <tr> <td>Théorie <input checked="" type="checkbox"/></td> <td>Analyse bibliographique <input type="checkbox"/></td> </tr> <tr> <td>Observation/ Etude de cas <input type="checkbox"/></td> <td>Etudes empiriques <input type="checkbox"/></td> </tr> </table> | | Opinion <input type="checkbox"/> | Description de pratiques <input checked="" type="checkbox"/> | Théorie <input checked="" type="checkbox"/> | Analyse bibliographique <input type="checkbox"/> | Observation/ Etude de cas <input type="checkbox"/> | Etudes empiriques <input type="checkbox"/> |
| Opinion <input type="checkbox"/> | Description de pratiques <input checked="" type="checkbox"/> | | | | | | |
| Théorie <input checked="" type="checkbox"/> | Analyse bibliographique <input type="checkbox"/> | | | | | | |
| Observation/ Etude de cas <input type="checkbox"/> | Etudes empiriques <input type="checkbox"/> | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other: _____ No.: _____ Issue: _____ No. of Pages: 128

Title: Leadership Capacity for Lasting School Improvement
Author: Linda Lambert
Year: 2003
Publisher: ASCD Association for Supervision & Curriculum Development
ISBN: 0871207788
eLink:



| | | | | | | | | | | | | | |
|---|---|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|-------------------------------------|-------------------|--------------------------|----------------------------|-------------------------------------|-------------------|--------------------------|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • Five major prerequisites for high leadership capacity are: <ul style="list-style-type: none"> ▪ Skilful participation in the work of leadership ▪ Inquiry-based use of data to inform decisions and practice ▪ Broad involvement and collective responsibility for student learning ▪ Reflective practice that leads to innovation ▪ High or steadily improving student achievement | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • The roles of all members of the school community in creating a professional learning community • The importance of coaching and teacher inquiry as the basis for improved student achievement • Provides a comprehensive overview of steps schools should take to meet these criteria, a view of leadership enhancement techniques in practice, helpful rubrics and surveys that teachers and administrators can use to personally assess their leadership skills | | | | | | | | | | | | |
| <p>Quotations to Ponder:</p> <p><i>Teachers who choose the path of teacher leadership...become owners and investors in their schools, rather than mere tenants.</i> Roland Barth (p. 32)</p> <p>“As principals and teachers, we must attend not only to our students’ learning but also to our own and to that of the adults around us. When we do this, we are on the road to achieving collective responsibility for the school and becoming a community of learners.” (p. 3)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Provides useful materials that can be used with staff • Information is grounded in research • Easy to read and linked to real school environment | | | | | | | | | | | | |
| <p>Comments:</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Opinion</td> <td style="width: 33%;"><input type="checkbox"/></td> <td style="width: 33%;">Description of practice</td> <td style="width: 33%;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td><input checked="" type="checkbox"/></td> <td>Literature Review</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td><input checked="" type="checkbox"/></td> <td>Empirical Studies</td> <td><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input checked="" type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input checked="" type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other: _____ No.: _____ Issue: _____ No. of Pages: 183

Title: Other People's Children

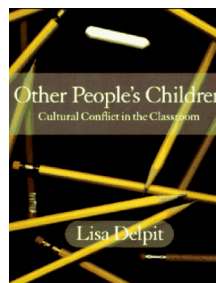
Author: Lisa Delpit

Year: 1995

Publisher: New Press

ISBN: 1-56584-180-8

eLink:



Key Messages:

- Many of the academic problems attributed to children of colour are the result of miscommunication.
- All teachers must renegotiate and realign their paradigms regarding how to plan to teach minority children, especially those whose native language differs from traditional English.
- All teachers of all colours need to understand how to improve literacy for minorities.
- Directive vs. choice instructional language – black and white working class children have difficulty interpreting indirect request(s) for adherence to an unstated set of rules.

Strategies/Information Described:

- Readers are challenged to consider the implications, significance and impact of their use and receipt of oral language with children/students
- The need to see beyond culture – to see the child first and recognize that each child lives in many cultures – that of their histories, that of their neighbourhoods, that of their personal preferences and families
- An understanding, valuing and explicit use of cultural capital – the experiences that students bring to all that they do, to every aspect of their learning and growth

Quotations to Ponder:

“One of the most difficult tasks we face as human beings is communicating meaning across our individual differences, a task confounded immeasurably when we attempt to communicate across social lines, racial lines, cultural lines or lines of unequal power.” (p. 66)

“We do not really see through our eyes or hear through our ears, but through our beliefs. To put our beliefs on hold is to cease to exist for a moment – and that is not easy. It is not easy, but it’s the only way to learn what it feels like to be someone else and the only way to start the dialogue.” (p. 46)

Strengths:

- A strong sense of audience – each time the reader comes to a piece that creates discomfort, the next words take them to the next step of understanding
- Empathy – a clearly articulated understanding of the experiences of others
- The use of specific stories of students and families to illustrate concepts
- The challenge is for educators to change their practices to improve the school experience for children of diverse cultures – other people’s children

Comments:

Evidence base (draws primarily from...):

| | | | |
|----------------------------|-------------------------------------|-------------------------|-------------------------------------|
| Opinion | <input checked="" type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> |
| Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other _____ No.: Issue: No. of Pages: 217

Title: Student Achievement through Staff Development

Author: Bruce Joyce & Beverly Showers

Year: 2003

Publisher: National College for School Leadership

ISBN: 0871206749

eLink: <http://newportal.ncsl.org.uk/media/F7B/94/randd-engaged-joyce.pdf>



| | | | | | | | | | | | | | |
|--|---|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|--------------------------|-------------------|--------------------------|----------------------------|-------------------------------------|-------------------|--------------------------|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • Highlights the importance of teacher training in order to ensure student achievement • Outlines specific areas where teachers should be trained • Expresses ways in how teachers can acquire the skills to carry out the program | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • Knowledge and skills to implement effective teacher training • Peer coaching not only with teachers but with other reading coaches • Applying knowledge to efficiently run the program and achieve goals | | | | | | | | | | | | |
| <p>Quotations to Ponder:</p> <p>“...learning how to learn is just as important for teacher professional development as the acquisition of new knowledge and skills...” (p.1)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Emphasizes the importance of having such a program in order to attain a high level of student achievement • Clearly demonstrates how teachers can develop their skills further • Identifies specific behaviours that teachers should focus on with students. | | | | | | | | | | | | |
| <p>Comments: Effectively outlines how the program has evolved over time and the process of implementation.</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table border="0"> <tr> <td>Opinion</td> <td><input type="checkbox"/></td> <td>Description of practice</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td><input type="checkbox"/></td> <td>Literature Review</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td><input checked="" type="checkbox"/></td> <td>Empirical Studies</td> <td><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other: _____ No.: _____ Issue: _____ No. of pages: 263

Title: Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn

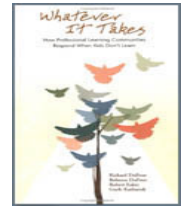
Author: Richard Dufour, Rebecca Dufour, Robert Eaker

Year: 2004

Publisher: National Education Services

ISBN: 1932127283

eLink:



| | | | | | | | | | |
|---|---|---------|-------------------------|--|---|---------------------------------------|--|--|--------------------------|
| <p>Key Messages:</p> <p>Q. If they aren't learning, what are we doing about it?</p> <p>A. We're using practical strategies from a pyramid of interventions to ensure that all students learn.</p> <ul style="list-style-type: none"> • A pyramid of interventions is a systematic response to students who are encountering difficulties by intervening with increased time and support. • Learning is the constant while time and support are the variables. • Avoid the temptation to dismiss examples with a cursory, "We can't do that here". • Providing students with additional time and support relies more on determination than additional resources. • Four Questions: What do we expect all students to learn? How will we know when they have learned "it"? How will we, the school, respond when they haven't learned it? What is our response if they already know "it"? | <p>Strategies/Information Described:</p> <p>Three Principles of Professional Learning Communities:</p> <ul style="list-style-type: none"> ▪ Commitment to ensuring all students learn ▪ A culture of collaboration ▪ A focus on results <p>School Model Belief Statements:</p> <ul style="list-style-type: none"> ▪ All kids can learn based on their ability ▪ All kids can learn if they take advantage of the opportunities we give to them ▪ All kids can learn something and all students experience academic growth in a warm, nurturing environment ▪ All kids can learn and all are helped achieve high standards of learning <p>In most schools, all four models are operating simultaneously.</p> | | | | | | | | |
| <p>Quotations to Ponder:</p> <p><i>Failure is not an option.</i> (p. 91) Alan Blankstein</p> <p><i>We can, whenever we choose, successfully teach all children whose schooling is of interest to us.... Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.</i> (p.13) Ron Edmunds</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Kindergarten to Grade 12 focus validates the spiral of learning • Specific, practical strategies • Comprehensive, whole school approach which includes parents and community members • Encourages readers to think about individual practice and move forward equitably and collaboratively | | | | | | | | |
| <p>Comments:</p> | | | | | | | | | |
| <p>Evidence Base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion</td> <td style="width: 50%;">Description of Practice</td> </tr> <tr> <td>Theory <input checked="" type="checkbox"/></td> <td>Literature Review <input checked="" type="checkbox"/></td> </tr> <tr> <td>Observation/ <input type="checkbox"/></td> <td>Empirical Studies <input type="checkbox"/></td> </tr> <tr> <td>Case Study <input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> | | Opinion | Description of Practice | Theory <input checked="" type="checkbox"/> | Literature Review <input checked="" type="checkbox"/> | Observation/ <input type="checkbox"/> | Empirical Studies <input type="checkbox"/> | Case Study <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Opinion | Description of Practice | | | | | | | | |
| Theory <input checked="" type="checkbox"/> | Literature Review <input checked="" type="checkbox"/> | | | | | | | | |
| Observation/ <input type="checkbox"/> | Empirical Studies <input type="checkbox"/> | | | | | | | | |
| Case Study <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal (In Press)

Title: Building coaching capacity through lesson study
Author: Lucy West, Ginger Hanlon, Phyllis Tam, & Milo Novell
Year: 2006
Publisher:
eLink:

| | | | | | | | | | | | | | |
|--|--|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|--------------------------|-------------------|--------------------------|----------------------------|-------------------------------------|-------------------|--------------------------|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • Lesson study is a powerful tool to help address the issue of on-the-job training for coaches. • Unskilled coaches are often dropped into a nebulous culture without ample support or training; often isolated from one another and are not fully embraced in schools. | <p>Strategies/Information Described:</p> <p>Characteristics of Lesson Studies:</p> <ul style="list-style-type: none"> • Professionals collaboratively planning lessons • Inquiry based and focused on student learning • Uses curriculum materials • Engages participants in actually doing the math in the lesson • Provides participants with common tools for planning lessons • Public teaching of planned lesson • Observation • Debriefing • Iterative process (lesson refined, re-taught, debriefed) • Happens on a regular basis • Requires one person be present who deeply and flexibly understands the mathematics under discussion | | | | | | | | | | | | |
| <p>Quotations to Ponder:</p> <p>“Across the country, districts are hiring instructional coaches at a rate that far exceeds the number of qualified people to fill the position.” (p.1)</p> <p><i>I made a big shift from teacher-centered teaching to learning how to question students so they come up with the ideas.</i> Baltimore Coach (p. 5)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Lists practices and positive outcomes of the practices • Quotes teachers and coaches on the validity of the positive outcomes • Uses New York City’s Region 9 as a concrete example of how lesson study works | | | | | | | | | | | | |
| <p>Comments:</p> <p>I like the fact that explanations of outcomes of practices were backed up by quotations from teachers who had actually used these practices.</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td style="width: 50%;">Description of practice</td> <td style="width: 5%; text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Literature Review</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Empirical Studies</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other Conference Proceedings No.: Issue: Dec No. of Pages: 16

Title: Coaching Teachers: Effective Professional Development but Difficult to Achieve

Author: Kay Hawk & Jan Hill

Year: 2003

Publisher: AARE/NZARE conference

ISBN:

eLink: <http://www.aare.edu.au/03pap/haw03086.pdf>

| | | | | | | | | | | | | | |
|---|---|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|-------------------------------------|-------------------|--------------------------|----------------------------|-------------------------------------|-------------------|--------------------------|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • Teachers should be able to focus on student involvement in learning and not just on improving achievement scores. • Ensure that all teachers are able to promote student involvement in learning by changing their classroom teaching practices. • Identify individual teacher needs and provide the level of support and professional learning appropriate to those needs | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • Demonstrates the successes and advantages of a program designed to aid in student achievement • Shows the evolution of the program to its current state, along with the various changes it has made to improve • Need to ensure that there is a team of reading coaches instead of just one coach to have full effect | | | | | | | | | | | | |
| <p>Quotations to Ponder:</p> <p>“It is important to recognize that teachers are at different levels of readiness and commitment to engage in reflection and change.” (p.3)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Clearly outlines the objective of the program by detailing the influence of a reading coach to student achievement • Outlines the problems that the program faced and how over the years they have worked to fix the problems • Provides a detailed account of areas that teachers need improvement in their practice | | | | | | | | | | | | |
| <p>Comments: Effectively outlines the process of implementation and how the program has evolved over time</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table border="0"> <tr> <td>Opinion</td> <td><input type="checkbox"/></td> <td>Description of practice</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td><input checked="" type="checkbox"/></td> <td>Literature Review</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td><input checked="" type="checkbox"/></td> <td>Empirical Studies</td> <td><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input checked="" type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input checked="" type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book **Journal** **Other:** Conference Proceedings **No.:** **Issue:** **No. of Pages:** 3

Title: Cognitive coaching relationships: Building collaboration into teacher training

Author: Paul Parkinson

Year: 2005

Publisher: NMSA Celebration of Best Practices Symposium on Middle Level Teacher Preparation

ISBN:

eLink: http://www.kennesaw.edu/education/moe/nanomle/bnpractices/naners/feb05/parkison_feb05.pdf

| | | | | | | | | | | | | | |
|---|---|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|--------------------------|-------------------|--------------------------|----------------------------|--------------------------|-------------------|--------------------------|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • Working within a partnership school to train middle level teachers offers an excellent opportunity to completely immerse the pre-service teachers in the culture of middle school. • Cognitive coaching provides a framework for training and allows the pre-service teacher to experience the benefits of collaborative professional development. • Cognitive coaching develops a norm of collaboration in the professional community, promotes thoughtful decision-making and reflection, develops a teacher's efficiency and resourcefulness, and structures data-based teacher learning opportunities that support the achievement of all students. | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • Partnerships based upon individual content area focus • Conducting field experience observations • Immersion in a single classroom for up to 8 weeks • A pre-conference or planning conference is conducted prior to the pre-service teacher's practicum experience in order to identify areas of concern and to clarify the peer coach's role as an observer during the experience; self-evaluation completed | | | | | | | | | | | | |
| <p>Quotations to Ponder:</p> <p>“An important factor within [the cognitive coaching] culture is the collaboration that occurs among faculty teams.” (p.1)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • A clear framework • Room for collaboration, flexibility, feedback, and revision • Excellent opportunity for a pre-service teacher to experience the classroom in its entirety • Situation specific | | | | | | | | | | | | |
| <p>Comments: Easy to read, very informative, and a flexible framework that is applicable to all</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Opinion</td> <td style="width: 33%;"><input type="checkbox"/></td> <td style="width: 33%;">Description of practice</td> <td style="width: 33%;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td><input type="checkbox"/></td> <td>Literature Review</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td><input type="checkbox"/></td> <td>Empirical Studies</td> <td><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other _____ No.: 6 Issue: March No. of Pages: 5

Title: The evolution of peer coaching

Author: Beverly Showers; Bruce Joyce

Year: 2006

Publisher: Educational Leadership

ISBN:

eLink: http://www.eggplant.org/pamphlets/pdf/joyce_showers_peer_coaching.pdf

| | | | | | | | | | | | | | |
|---|--|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|--------------------------|-------------------|--------------------------|----------------------------|--------------------------|-------------------|--------------------------|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • During 1950s, national movements to improve education focused on academic quality and social equality, whereas, today focus is on social organization • Staff developers can assist educators by incorporating certain behaviours in their training sessions • The article also highlights the principles of peer coaching | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • Principles of peer coaching: when working with faculties all teachers must agree to be members of peer coaching study teams, omit verbal feedback, redefine the meaning of “coach”, move beyond learning just in observations and conferences • Staff developers can assist educators by: incorporating certain behaviours in their training sessions, help to redesign workplaces, form peer coaching teams on the first day of training, provide examples of formats or structures for collaborative planning, plan how they will monitor new initiatives, and how they will determine the impact on students | | | | | | | | | | | | |
| <p>Quotations to Ponder:</p> <p>“In the 1970s, evaluations of staff development that focused on teaching strategies and curriculum revealed that as few as 10 percent of the participants implemented what they had learned.”(p. 1)</p> <p>“Teachers who had a coaching relationship...practised new skills and strategies more frequently and applied them more appropriately than their counterparts who worked alone to expand their repertoires.” (p. 2)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Provides a good overview of the history of peer coaching and then moves into current practices • Made clear and specific suggestions to enhance the efficiency of peer coaches | | | | | | | | | | | | |
| <p>Comments:</p> <p>The history portion of this article gave a clear sense of what the trends have been and made it easier to understand how we have come to the practices we use currently.</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 50%;">Description of practice</td> <td style="width: 10%;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td><input type="checkbox"/></td> <td>Literature Review</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td><input type="checkbox"/></td> <td>Empirical Studies</td> <td><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

B

Jou

Other: _____

No.: 5

Issue: January

No. of Pages: 3

Title: The heart of the matter: Coaching as a vehicle for professional development

Author: Susan M. Poglinco & Amy J. Bach

Year: 2004

Publisher: Phi Delta Kappan

ISBN:

eLink: http://www.spokaneschools.org/ProfessionalLearning/Initiatives/Book_Study-04-2006/ProLibwebpage/Articles/Coaching/The_Heart_of_the_Matter-Coaching_as_a_Vehicle.pdf

| | | | | | | | | | | | | | |
|---|--|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|--------------------------|-------------------|--------------------------|----------------------------|--------------------------|-------------------|--------------------------|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • Teachers respond best to in-class coaching; group meetings do not necessarily translate into changed teaching methods. • Coaching is more complex than meets the eye, therefore, support from principals and other external partners is crucial. • Being a master teacher is not enough to be a coach; ongoing training for one’s own professional development is important. | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • Techniques include in-class instructional modelling, joint lesson planning, co-teaching, formal observation and feedback, informal one-on-one conversations, and mentoring new teachers • Coaches engage teachers in continuous conversations that lead back to using the materials and techniques in the classroom to better understand needs of students • Strategies should not be confined to the coaching relationship; they are transferable into less structured coaching relationships | | | | | | | | | | | | |
| <p>Quotations to Ponder:</p> <p>“There are strengths and weaknesses in most professional development models. The coaching model is no exception.” (p. 400)</p> <p>“After a year of researching coaching as a vehicle for professional development in the context of a comprehensive school reform model, we found that the coach/teacher relationship is more complicated than expected.” (p. 398)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Well-rounded view of the model • Looks at possible benefits and possible problems | | | | | | | | | | | | |
| <p>Comments:</p> <p>Before reading this article, I felt the weaknesses of the coaching model had not been discussed. For a model to work at its best, we must be fully aware of its weaknesses as well as strengths to maximize the benefits it can produce.</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table border="0"> <tr> <td>Opinion</td> <td><input type="checkbox"/></td> <td>Description of practice</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td><input type="checkbox"/></td> <td>Literature Review</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td><input type="checkbox"/></td> <td>Empirical Studies</td> <td><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other: Report No.: Issue: No. of Pages: 46

Title: Literacy Coaching: How School Districts Can Support a Long-Term Strategy in a Short-Term World

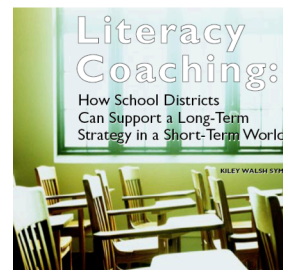
Author: Kiley Walsh Symonds

Year: 2003

Publisher: Bay Area School Reform Collaborative

ISBN:

eLink: <http://www.springboardschools.org/research/documents/LiteracyCoaching.pdf>



| | | | | | | | | | | | | | |
|--|---|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|--------------------------|-------------------|--------------------------|----------------------------|-------------------------------------|-------------------|--------------------------|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • Literacy coaching can be adapted to many schools, even though these schools are composed of diverse populations of students and teachers. • Suggestions are made to help adapt literacy coaching to many settings | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • Recommendations for district implementation: prioritize and align funding, clearly define the job, communicate why, structure coordination with principles, focus on literacy coaching in the strategic plan, provide professional development on research-based strategies, structure collaboration time during the school day, keep coaches closely connected to the classroom, continually assess and communicate effectiveness • State (provincial) recommendations: provide flexibility with accountability, include coaching in state-funded professional development programs | | | | | | | | | | | | |
| <p>Quotations to Ponder:</p> <p>“Improving teacher quality is frequently discussed in terms of recruitment, preparation and retention. While this is important, it does little to improve the quality of teachers while they are in the profession.” (p.7)</p> <p>“We can’t just say equity. We have to give teachers some tools.” (p. 34)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Recognizes that every school is not the same and accommodations need to be made for specific at-risk schools and at-risk populations | | | | | | | | | | | | |
| <p>Comments:</p> <p>It is helpful to see three different schools, with three very different populations and how each adjusted when implementing a coaching model.</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Opinion</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/></td> <td style="width: 33%;">Description of practice</td> <td style="width: 33%; text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Literature Review</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Empirical Studies</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input checked="" type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other: E-Book No.: Issue: Feb No. of Pages: 29

Title: Principles of learning for effort-based education

Author: Lauren B. Resnick & Megan Williams Hall

Year: 2000

Publisher: Institute for Learning, Learning Research & Development Center, University of Pittsburgh.

ISBN:

eLink: http://curriculum.dpsk12.org/fr_principles_of_learning.htm

| | | | | | | | |
|---|---|----------------------------------|---|--|--|---|--|
| <p>Key Messages:</p> <ul style="list-style-type: none"> • Debates the importance of effort and aptitude • Aptitude is not the best method for measuring intelligence; we should pay more attention to effort - this also includes forms of apprenticeships • Good coaching to encourage effort in apprentices is important in bringing out characteristics of knowledge that will be useful to students in future | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> • Conducting various strategic tests such as relaying case scenarios to people and asking them to respond to them. This is done to show how people think about and view the concept of effort. • Create a learning environment that fosters learning-oriented achievement goals and the belief that intelligence is incrementally learnable. • Educators must integrate the rigor of content with high-level thinking and the active use of knowledge to enhance students' ability to reason and exert their knowledge appropriately. | | | | | | |
| <p>Quotations to Ponder:</p> <p>“We have institutionalized the belief that the most reliable predictor of achievement is the kind of innate mental ability we call ‘intelligence’.” (p. 1)</p> <p>“The core problem is that our strong belief in the importance of intelligence and aptitude leads to a devaluing of effort.” (p. 2)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> • Emphasizes the importance of hard work to achieve a goal • Analyses the way various people think and from that, arrive at a way they view effort • Uses various examples and case scenarios to back up points and research | | | | | | |
| <p>Comments:</p> | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion <input type="checkbox"/></td> <td style="width: 50%;">Description of practice <input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory <input checked="" type="checkbox"/></td> <td>Literature Review <input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study <input checked="" type="checkbox"/></td> <td>Empirical Studies <input type="checkbox"/></td> </tr> </table> | | Opinion <input type="checkbox"/> | Description of practice <input checked="" type="checkbox"/> | Theory <input checked="" type="checkbox"/> | Literature Review <input type="checkbox"/> | Observation/ Case Study <input checked="" type="checkbox"/> | Empirical Studies <input type="checkbox"/> |
| Opinion <input type="checkbox"/> | Description of practice <input checked="" type="checkbox"/> | | | | | | |
| Theory <input checked="" type="checkbox"/> | Literature Review <input type="checkbox"/> | | | | | | |
| Observation/ Case Study <input checked="" type="checkbox"/> | Empirical Studies <input type="checkbox"/> | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other Monograph No.: Issue: No. of Pages: 4

Title: The Role and Qualifications of the Reading Coach in the United States

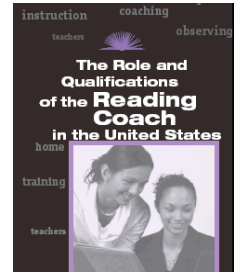
Author: NA

Year: 2004

Publisher: International Reading Association

ISBN:

eLink: http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2f/31/84.pdf



| | | | | | | | |
|---|--|----------------------------------|---|---------------------------------|--|---|--|
| <p>Key Messages:</p> <ul style="list-style-type: none"> Support teachers in their daily work through a number of activities, such as holding team meetings, providing critical feedback, modeling lessons and visiting classrooms. The article focuses on highlighting key strategies that reading coaches should follow in order to support student achievement. | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> In addition to aiding classroom teachers, reading coaches should also be able to coach each other. To do this they must be highly qualified and meet required standards as provided by the <i>Standards for Reading Professionals</i>. Focuses on the role of a reading coach, with description of practices, and why they are important. | | | | | | |
| <p>Quotations to Ponder:</p> <p>“Reading coaching is a powerful intervention with great potential; however, that potential will be unfulfilled if reading coaches do not have sufficient depth of knowledge and range of skills to perform adequately in the coaching role.” (p. 4)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> Article clearly outlines the objective of the program Outlines in detail the key qualifications that one should meet in order to achieve the status of a reading coach Provides concise examples of various tasks performed by a reading coach Outlines the problems with existing programs and describes strategies to fix the problems | | | | | | |
| <p>Comments: Article was easy to follow and very informative.</p> | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion <input type="checkbox"/></td> <td style="width: 50%;">Description of practice <input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory <input type="checkbox"/></td> <td>Literature Review <input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study <input type="checkbox"/></td> <td>Empirical Studies <input type="checkbox"/></td> </tr> </table> | | Opinion <input type="checkbox"/> | Description of practice <input checked="" type="checkbox"/> | Theory <input type="checkbox"/> | Literature Review <input type="checkbox"/> | Observation/ Case Study <input type="checkbox"/> | Empirical Studies <input type="checkbox"/> |
| Opinion <input type="checkbox"/> | Description of practice <input checked="" type="checkbox"/> | | | | | | |
| Theory <input type="checkbox"/> | Literature Review <input type="checkbox"/> | | | | | | |
| Observation/ Case Study <input type="checkbox"/> | Empirical Studies <input type="checkbox"/> | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other _____ No.: 2 Issue: May No. of Pages: 4

Title: Use the 6 keys to open the doors to literacy

Author: Joellen Killion

Year: 2003

Publisher: Journal of Staff Development

ISBN:

eLink: <http://nsdc.org/library/publications/jsd/killionj242.pdf>

| | | | | | | | |
|--|---|----------------------------------|--|--|--|--|--|
| <ul style="list-style-type: none"> Expand professional development of teachers in order to improve student achievement Outlines the challenges the program will face if teachers are not well educated Outlines strategies to improve student achievement | <ul style="list-style-type: none"> Emphasis on teachers being able to attain high standards in literacy instruction Encourages teachers to focus on other elements of literacy, not only reading Pays specific attention to the “What Works” program | | | | | | |
| <p>Quotations to Ponder:</p> <p>“Another finding is that the 20 programs included in the “What Works” series address reading far more often than writing, and no program specifically addresses other prevalent areas of literacy, such as speaking and listening skills. The national emphasis on reading has distracted from the other forms of literacy.” (p. 4)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> Provides detailed account of areas of focus for teachers Provides teachers with a clear understanding of what they should be doing | | | | | | |
| <p>Comments:</p> <p>The article focuses primarily on the problems with the program, and by outlining them, one could come up with solutions to solve the various problems.</p> | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Opinion <input type="checkbox"/></td> <td style="width: 50%;">Description of practice <input type="checkbox"/></td> </tr> <tr> <td>Theory <input checked="" type="checkbox"/></td> <td>Literature Review <input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study <input checked="" type="checkbox"/></td> <td>Empirical Studies <input type="checkbox"/></td> </tr> </table> | | Opinion <input type="checkbox"/> | Description of practice <input type="checkbox"/> | Theory <input checked="" type="checkbox"/> | Literature Review <input type="checkbox"/> | Observation/ Case Study <input checked="" type="checkbox"/> | Empirical Studies <input type="checkbox"/> |
| Opinion <input type="checkbox"/> | Description of practice <input type="checkbox"/> | | | | | | |
| Theory <input checked="" type="checkbox"/> | Literature Review <input type="checkbox"/> | | | | | | |
| Observation/ Case Study <input checked="" type="checkbox"/> | Empirical Studies <input type="checkbox"/> | | | | | | |

Professional Reading on Coaching: Annotated Bibliography

Book Journal Other: _____ No.: 5 Issue: February No. of Pages: 3

Title: “What am I supposed to do all day?”: Three big ideas for the reading coach

Author: Janice A. Dole & Rebecca Donaldson

Year: 2006

Publisher: The Reading Teacher

ISBN:

eLink:

| | | | | | | | | | | | | | |
|---|--|-------------------------|-------------------------------------|-------------------------|-------------------------------------|--------|--------------------------|-------------------|--------------------------|----------------------------|--------------------------|-------------------|--------------------------|
| <p>Key Messages:</p> <ul style="list-style-type: none"> Reading coaches support and guide classroom teachers, are mentors, assistants, and sometimes critics. Coaches work directly with teachers in their classrooms. | <p>Strategies/Information Described:</p> <ul style="list-style-type: none"> Three big ideas for how coaches can and should be spending their time: <ul style="list-style-type: none"> Focus your interest and attention on your primary goal Ensure that you are frequently in classrooms Establish yourself as someone who can help teachers with their reading instruction Article focuses on ways for coaches to transition into classrooms and make everyone they interact with comfortable | | | | | | | | | | | | |
| <p>Quotations to Ponder:</p> <p>“Although research has shown that teachers can and do learn from professional development activities...the notorious one-shot workshop has been type-cast as a failure for the amount of time, energy, and effort wasted.” (p. 486)</p> <p>“Research indicates that unless learning occurs - in part - where teachers do their work, it will not be effective or transfer to their classroom work.” (p. 488)</p> | <p>Strengths:</p> <ul style="list-style-type: none"> Clearly outlines problems coaches often face that are easily related to personal experience while providing solutions which are practical and reasonable to implement Provides analogies that help to better understand the position and objective of coaches The coach-athlete analogy provides a base for those who are not familiar with the position to better understand the job of a reading coach. | | | | | | | | | | | | |
| <p>Comments:</p> <p>I enjoyed this article because it gave clear and specific strategies for reading coaches to follow and supports a very interactive and hands on approach.</p> | | | | | | | | | | | | | |
| <p>Evidence base (draws primarily from...):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Opinion</td> <td style="width: 33%;"><input type="checkbox"/></td> <td style="width: 33%;">Description of practice</td> <td style="width: 33%;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Theory</td> <td><input type="checkbox"/></td> <td>Literature Review</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Observation/ Case Study</td> <td><input type="checkbox"/></td> <td>Empirical Studies</td> <td><input type="checkbox"/></td> </tr> </table> | | Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | Observation/ Case Study | <input type="checkbox"/> | Empirical Studies | <input type="checkbox"/> |
| Opinion | <input type="checkbox"/> | Description of practice | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Theory | <input type="checkbox"/> | Literature Review | <input type="checkbox"/> | | | | | | | | | | |
| Observation/ Case Study | <input type="checkbox"/> | Empirical Studies | <input type="checkbox"/> | | | | | | | | | | |