



# Literacy Coaching Guidance





# Agenda

- Provide a brief overview of coaching.
- Consider the features of effective practices in literacy coaching.
- Learn about key considerations for implementing literacy coaching programs.

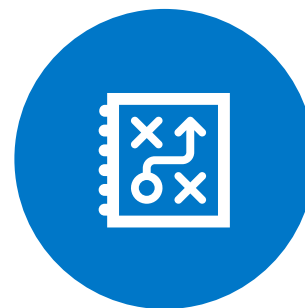
# Reflection Questions



What experiences have you had with coaching?



What would have made your coaching experiences better?



What led to the challenges that you had with coaching?



What led to the successes that you had with coaching?



# Overview of Coaching

- What is coaching?
- What are the goals of coaching?
- What is the impact of coaching?



# The Evidence Base for Coaching

## The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence

Mathew A. Kraft, *Brown University*

David Blazar, *Harvard University*

Dylan Hogan, *Brown University*

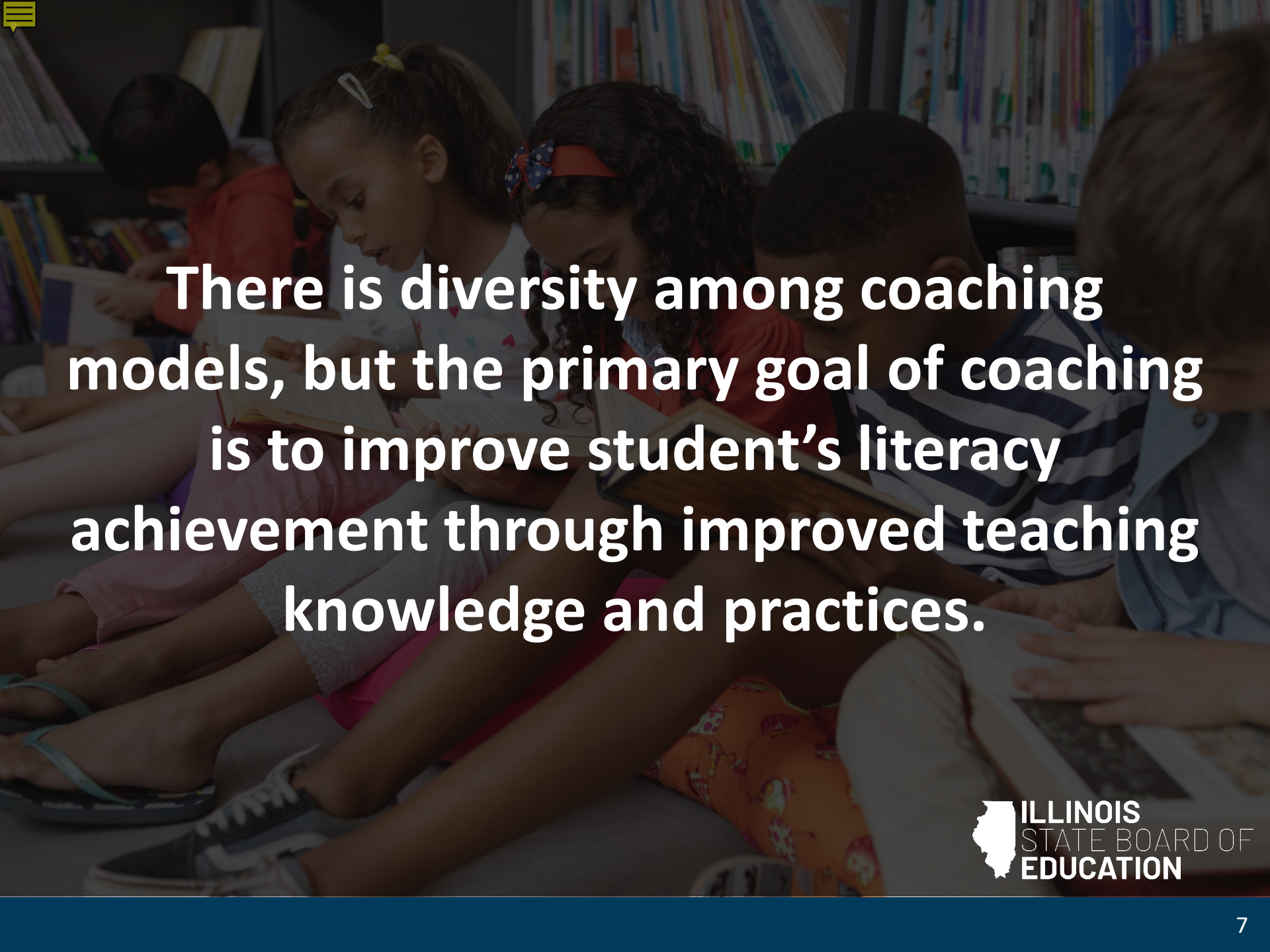
2018

# What is coaching?

Coaching is a process in which instructional experts work with teachers to discuss classroom practice in a way that is ...



Source: Kraft, Blazar, Hogan (2018)

A group of diverse young students are sitting on the floor in a library, reading books. The background shows bookshelves filled with books. The text is overlaid on the image in a large, white, sans-serif font.

**There is diversity among coaching models, but the primary goal of coaching is to improve student's literacy achievement through improved teaching knowledge and practices.**

# Impact of Coaching



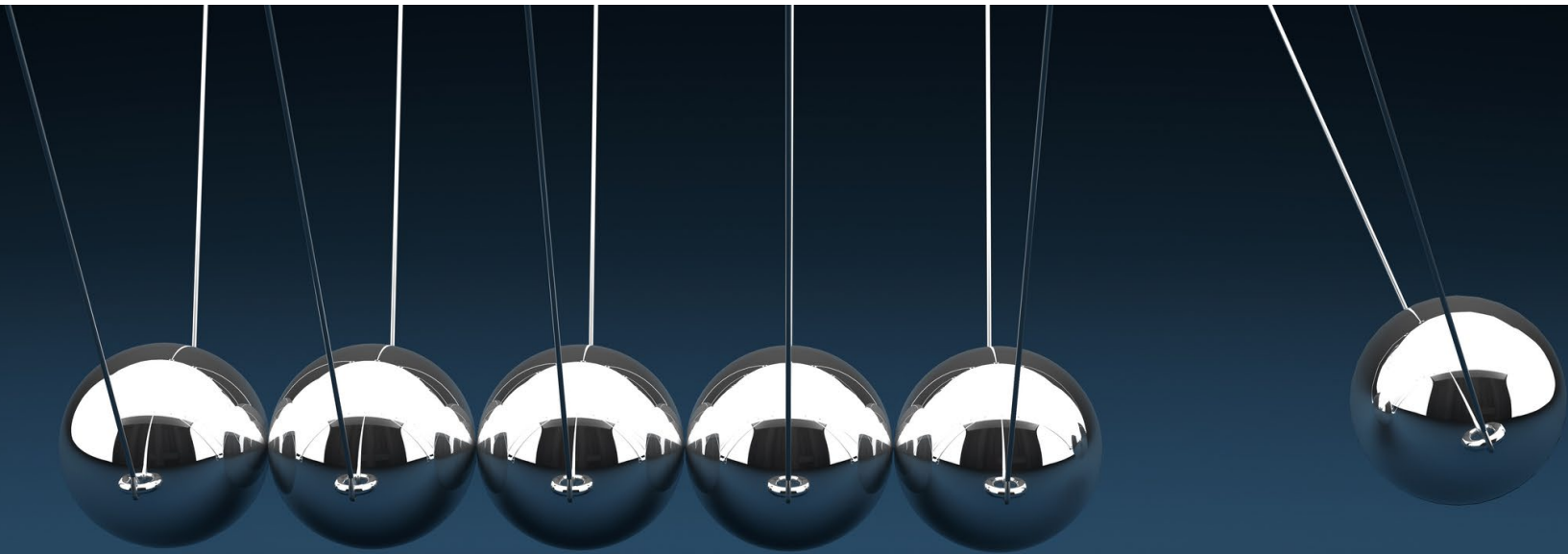
Improved  
Teaching  
Practices



Improved  
Student  
Achievement

Source: Kraft, Blazar, Hogan (2018)





# Features of Effective Coaching Programs


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# Features of Effective Coaching Programs

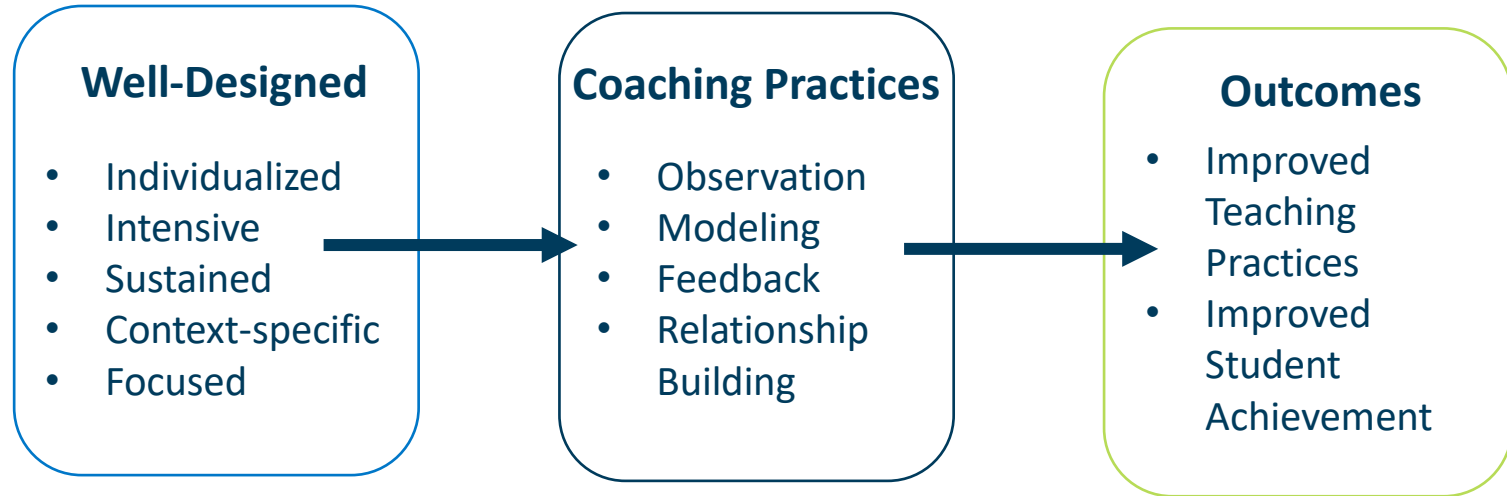
- ✓ Incorporate aspects of high-quality professional development.
- ✓ Pair coaching with group trainings.
- ✓ Pair coaching with instructional resources and materials (e.g., curriculum).
- ✓ Deliver in-person or virtual coaching.
- ✓ Consider coaching quality over quantity.

Source: Kraft, Blazar, Hogan (2018)



**A school culture that is committed to continuous improvement and builds strong relational trust among administrators and staff facilitates teachers' openness to engage with a literacy coach.**

## Theory of Action for Effective Coaching Programs

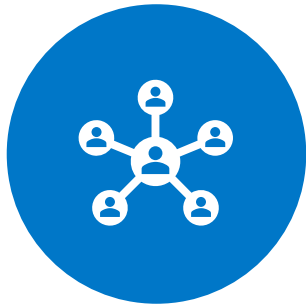


**Organizational factors that support program success:**

**Emphasis on Continuous Improvement**

**Strong Administrator Support and School Culture**

# Key Considerations for Designing a Coaching Program



Scale



Coherence



Cost



Continuous  
Improvement

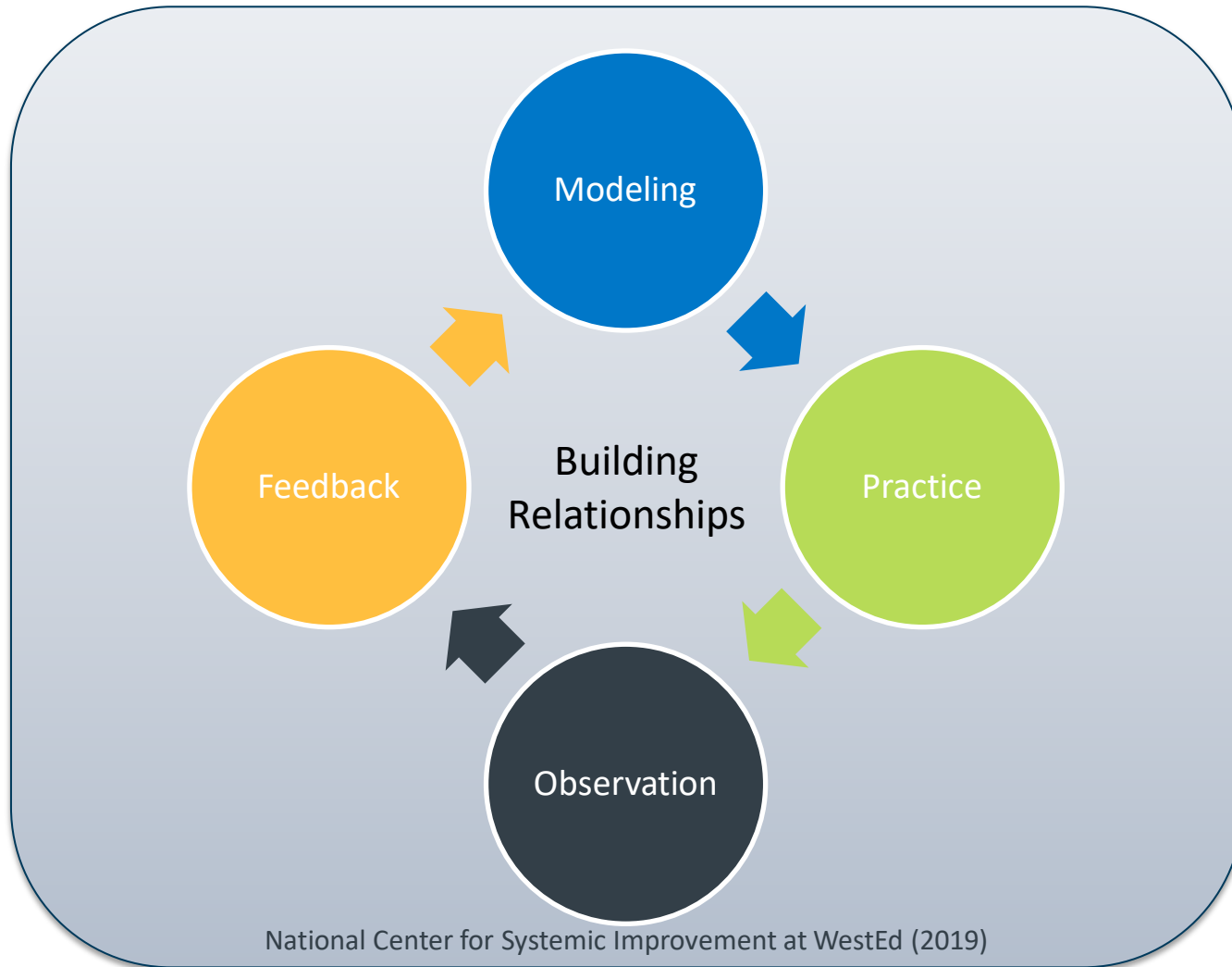
Neergard Bookery & Lin Russell (2022)



# Literacy Coaches

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# Effective Literacy Coaching Practices



# Ideal Candidates for Literacy Coaching

## Strong relationship-building skills

- Example: A candidate who regularly collaborates with teachers, provides support, and fosters a positive and trusting environment for professional growth.

## Strong communication skills that involve judgment-free questioning

- Example: A candidate who encourages open dialogue with teachers, asks insightful questions without judgment to understand, and addresses instructional challenges.

## Data-driven decision-making skills

- Example: A candidate who utilizes student performance data to identify areas of need, plan interventions, and track the effectiveness of instructional strategies.

## Up-to-date knowledge about evidence-based instructional practices

- Example: A candidate who stays current with the latest research in literacy education and applies proven methods to improve student outcomes.



# Supports for Successful Literacy Coaching



Time



Professional  
Development



Administrative  
Support


# Food for Thought

- How will you communicate clear and consistent expectations for coaching?
- What structures and guidelines are needed to enable effective coaching?
- How will you provide a structure for coaching that includes dedicated time and resources?
- What is your process for hiring well-qualified literacy coaches?
- What is your role in the successful implementation of coaching?
- How will you create the conditions to establish a culture of learning and trust for effective literacy coaching?

# Literacy Coaching Checklist

- Please see the literacy coaching checklist for further guidance.

**LITERACY COACHING CHECKLIST**  
Effective coaching programs are individualized, intensive, sustained, context-specific, and focused. The purpose of this literacy coaching checklist is to support districts and schools with guidance on designing effective literacy programs.



**Features of an Effective Coaching Program**

- Includes features of high-quality professional development (job-embedded, content-focused, active learning utilizing adult learning theory, collaboration).
- Pairs coaching with group training and curricular and instructional resources.
- Employs coaching programs that are delivered in any of the following ways: in-person, virtual, or hybrid coaching.
- Focuses on delivering high-quality coaching sessions.


**Considerations for Designing an Effective Coaching Program**

- Hires literacy coaches who demonstrate skill in teaching, the ability to build trusting relationship with teachers, and credibility as an instructional specialist.
- Scales coaching programs with thoughtful consideration and plans to address implementation barriers.
- Leverages virtual coaching to reduce costs and to increase the number of teachers that a coach can support.
- Engages in continuous improvement cycles to improve design and implementation.

**Considerations for Supporting Literacy Coaches**

- Foster school culture that is committed to continuous improvement, builds strong relational trust among administrators and staff, and facilitates teachers' openness to engage with a literacy coach.
- Create a school culture of learning that includes providing and receiving constructive feedback as a regular part of teachers' and staff members' professional work.
- Protect coaches' time to work with teachers on instruction by creating clear expectations and accountability mechanisms.
- Provide professional learning for literacy coaches, especially with their peers.
- Provide strong school and district leadership support for literacy coaches by establishing clear expectations about how the coach will support professional learning.

[lsbe.net/LiteracyPlan](https://lsbe.net/LiteracyPlan)



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# Contact

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# References

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- Kraft, M. A., & Papay, J. P. (2014). [Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience](#). *Educational Evaluation and Policy Analysis*, 36(4), 476–500.
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