

Coaching for Data Driven Instruction

Caroline Gernert, Reading Coach

Ann Pinney, Reading Coach

Pamela Craig, FLaRE Coordinator

Goals

- Find a way to have the greatest impact on teacher professional development that would transfer into effective classroom practices.
- Build rapport with reluctant teachers by providing examples of classroom successes.
- Concentrate on beginning reading teachers.

Plans

- Plan I: Work with a beginning reading teacher by providing modeling, guided practice, and ultimately leading to teacher independence.
- Plan II: Create an observation reading classroom taught by the reading coach to serve as a demonstration classroom for other reading teachers.

Just Read, Florida! Q&A

The best way to develop your knowledge base as a coach is to actually coach. The experiences that you will encounter through working in varied classroom contexts with different types of teachers cannot be replaced by a workshop or a seminar.

Plan I

- Choosing a teacher.
- Setting a purpose for students.
- Setting a purpose for the teacher.
- Results
 - Students
 - Teacher

Plan II

- Teaching an intensive reading classroom.
- Benefits
- Coaching
- Using the classroom as an observation classroom.

Coaching the Coach

- Identifying an area of concern
- Collect data and research
- Observation
- Coaching
- Support
 - Motivation
 - Becoming part of the school culture
- Coaching Videos

Questions and Answers

- Writing Activity
- Group Sharing

Contact Information

- Ann Pinney – Booker High School, Sarasota, FL.
Ann_Pinney@sarasota.k12.fl.us
- Caroline Gernert – North Port High School, North Port, FL.
Caroline_Gernert@sarasota.k12.fl.us
- Pam Craig, FLaRE Area Coordinator,
pcraig@mail.ucf.edu