

# EARLY LITERACY COACHES'

## Self-Reflection and Goal Setting Worksheet

The Early Literacy Coaches' Self-Reflection and Goal Setting Worksheet is a tool that is aligned to the Coaching Continuum of the [Michigan Department of Education Early Literacy Coaching Model](#). The purpose of the tool is to provide literacy coaches with a format to reflect on their coaching, identify areas to strengthen, and develop goals for professional growth. This worksheet is not intended to serve as a coach's evaluation but may serve as the basis for the coach's goals which could be shared with the principal.

### Directions:

**Step 1:** Choose one or two Essential Coaching Practices for Elementary Literacy you would like to explore for professional growth and complete the self-reflection of each of those practices.

**Step 2:** Select two or three aspects you would like to strengthen.

**Step 3:** For each aspect, develop a goal, a set of action steps, and anticipated completion date for each action step. (Use the Setting Goals and Action Steps Template.)

Below is an example of how one literacy coach chose to focus on Essential Coaching Practice 2 bullet, 3. First the coach reflected on her practice and then chose an area of focus. Then the coach completed the Setting Goals and Action Steps Template.

### 2. Effective literacy coaches apply adult learning principles in their work.

In partnership with teachers, I...	Some successes I have had are...	Specific aspects I would like to strengthen are...
<ul style="list-style-type: none"> <li>support educator interest by focusing my coaching on classroom instructional practices that foster student literacy development.</li> </ul>	<p><i>I worked with Teacher A on phonics instruction and am working with Teacher C on small-group instruction- using ideas from the instructional modules.</i></p>	
<ul style="list-style-type: none"> <li>involve the educators with whom I work in the planning, implementation, and evaluation of their learning/ practice.</li> </ul>	<p><i>Teacher A and I co-planned a phonics lesson.</i></p>	
<ul style="list-style-type: none"> <li>guide educators to reflect deeply on their practice, with particular attention to the benefits and obstacles related to the implementation of research-informed strategies with their learners.</li> </ul>		<p><i>I asked Teacher B to examine and reflect on her current read aloud practices but she was unable to provide specific examples. I realize I need to develop specific questions that foster deeper reflection.</i></p>
<ul style="list-style-type: none"> <li>assist educators to integrate new knowledge and research informed strategies by providing explicit explanations about how new concepts and research-informed strategies are similar and different from concepts/ strategies they currently know/use.</li> </ul>		<p><i>When supporting Teacher C, I realize I need to provide explicit explanations about how students can be grouped during small-group instruction.</i></p>

## Early Literacy Coach Self-Reflection | Goals and Action Steps

<b>Essential Coaching Practice: #2, bullet #3</b>	<b>Goal Number</b> 1. Ask reflective questions about implementation of an Essential Instructional Practice in Early Literacy that allow coaches to examine the benefits and obstacles of implementing their chosen practice.		
<b>Action Steps</b>	<b>Possible Supports</b>	<b>Anticipated Completion Date for Each Action Step</b>	<b>Actual Completion Date for Each Action Step</b>
1. Develop a set of reflective questions about the Essential Instructional Practices that could be used in coaching conversations to help the coachee think about the benefits and barriers of implementing the practice.	<i>Discuss reflective questions with a colleague.</i>		
2. Prior to a coaching conversation, determine which questions seem most appropriate for the upcoming coaching conversation and consider where they might fit into the natural flow of the conversation.	<i>Practice posing the questions to a colleague.</i>		
3. After the conversation, reflect on whether asking the questions supported deep reflection by the coachee - listing some examples of the coachee's reflective thinking.	<i>Ask the coachee if you can audio record the conversation for the purpose of reflecting on posing questions. Review the audio for intended purpose</i>		

# Early Literacy Coach Self-Reflection | Worksheet

Please note, that Essential Coaching Practice #4 has been omitted in the Coach Self-Reflection Worksheet because Practice #4 pertains to leadership.

1. Effective literacy coaches have specialized literacy knowledge and skills beyond that of initial teacher preparation.		
As a literacy coach, I...	I have gained expertise in this area by... (e.g., graduate classes, workshops, conferences, study groups)	Specific aspects I would like to strengthen are...
◆ have in-depth knowledge of reading processes and acquisition.		
◆ have in-depth knowledge of writing processes and acquisition.		
◆ recognize the varied purposes for assessments including screening, diagnostic, progress monitoring and achievement and selects specific assessments for specific purposes.		
◆ know how to administer and score assessments and use assessment results to inform instruction.		
◆ have an in-depth knowledge of and appropriately use research informed instructional practices (Essential Instructional Practices in Early Literacy K-3) to help all students develop literacy knowledge, skills, and abilities.		
◆ have an in-depth knowledge of adult learning principles.		
◆ are able to create a literacy learning environment that considers how the physical arrangement, materials, group work, routines, and motivational factors such as choice and purpose contribute to learning in today's diverse classroom.		
◆ have successful classroom teaching experience at the Pre-K to 3 level as evidenced by positive student learning.		
◆ have a master's degree in literacy or reading and continually engage in professional development in evidence-based literacy instructional strategies.		

## 2. Effective literacy coaches apply adult learning principles in their work.

In partnership with teachers, I...	Some successes I have had are...	Specific aspects I would like to strengthen are...
<ul style="list-style-type: none"> <li>◆ support educator interest by focusing my coaching on classroom instructional practices that foster student literacy development.</li> </ul>		
<ul style="list-style-type: none"> <li>◆ involve the educators with whom I work in the planning, implementation, and evaluation of their learning/ practice.</li> </ul>		
<ul style="list-style-type: none"> <li>◆ guide educators to reflect deeply on their practice, with particular attention to the benefits and obstacles related to the implementation of research-informed strategies with their learners.</li> </ul>		
<ul style="list-style-type: none"> <li>◆ assist educators to integrate new knowledge and research informed strategies by providing explicit explanations about how new concepts and research-informed strategies are similar and different from concepts/ strategies they currently know/use.</li> </ul>		

## 3. Whether working with large groups, small groups, or individual teachers, effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships.

In partnership with teachers, I...	Some successes I have had are...	Specific aspects I would like to strengthen are...
<ul style="list-style-type: none"> <li>◆ use a variety of strategies to establish rapport and trust as the initial steps in building collaborative relationships (e.g., one-on-one conversations about teaching or student learning in general, attending grade level/team meetings as an interested listener/ learner, finding specific resources/ materials for a teacher).</li> </ul>		
<ul style="list-style-type: none"> <li>◆ strive to determine the underlying beliefs about literacy of the teachers with whom they are working in order to develop collaborative relationships.</li> </ul>		
<ul style="list-style-type: none"> <li>◆ engage in conversations with teachers, that is encouraging and supportive, not evaluative.</li> </ul>		
<ul style="list-style-type: none"> <li>◆ position myself as a co-learner and/or facilitator of teacher learning.</li> </ul>		

**3. Whether working with large groups, small groups, or individual teachers, effective literacy coaches demonstrate specific skills and dispositions in order to engage teachers and build collaborative relationships. (continued)**

In partnership with teachers, I...	Some successes I have had are...	Specific aspects I would like to strengthen are...
◆ intentionally collaborate with teachers to set specific goals for their work with a respect for teachers' time and expertise.		
◆ demonstrate flexibility by being open to conversations and questions as they arise— conversations and questions that may lead to more intentional coaching.		
◆ reflect—regarding their demonstration teaching, their observations of teacher's instruction, and the conversations they have with teachers.		

**4. Literacy coaching is most effective when it is done within a multi-year school-wide or district-wide initiative focused on student learning and is supported by building and district administrators.**

**5. Effective literacy coaches spend most of their time working with teachers to enhance teacher practice and improve student learning. They make effective use of their time by using a multi-faceted approach to coaching.**

In partnership with teacher(s), I consistently:	Some successes I have had are...	Specific aspects I would like to strengthen are...
◆ Spend more than half of my time working directly with teachers.		
◆ Focus my coaching on helping teachers align their beliefs with research-informed instructional practices and enhance their:		
▪ classroom literacy environments.		
▪ use of research informed literacy strategies.		
▪ implementation of new literacy programs and strategies.		
▪ use of practices aligned with state standards or curricular initiatives such as the Essential Instructional Practices in Early Literacy.		
◆ Use a multi-faceted approach to coaching, carefully determining what types of coaching can be done effectively with large groups, small groups, and individual teachers.		
◆ Have an on-going system to monitor my time and revise my schedule to ensure that more time is spent working directly with teachers and less time is spent on managerial tasks (e.g., maintaining an assessment database, ordering materials) or attending meetings not directly related to their coaching work.		

**6. When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels.**

In partnership with teachers, I...	Some successes I have had are...	Specific aspects I would like to strengthen are...
<p>◆ <b>Conference</b> one-on-one with teachers for numerous purposes, including, but not limited to, all of the following:</p>		
<ul style="list-style-type: none"> <li>▪ determine specific purposes for collaborations between the literacy coach and the teacher.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ analyze the critical instructional elements and benefits of a lesson taught by the coach to demonstrate a specific strategy or scaffolding technique.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ analyze the critical instructional elements and benefits of a lesson taught by the teacher.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ examine and select appropriate texts and materials for specific lessons and/or students.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ evaluate and make changes to the literacy environment of the classroom.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ discuss assessment results to determine instructional needs and plan instruction for the whole class, small groups of students, and individual students, particularly when the teacher is concerned about the progress of one or more students.</li> </ul>		
<p>◆ <b>Model</b> for numerous purposes, including, but not limited to, all of the following:</p>		
<ul style="list-style-type: none"> <li>▪ enable teachers to learn how instructional practices work with their own students, giving them confidence to implement these practices.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ demonstrate how appropriate pacing, scaffolding, and materials contribute to students' engagement and learning.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ provide teachers with opportunities to observe and document students' literacy behaviors and response to instruction.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ demonstrate how to administer assessments and use data to inform instruction.</li> </ul>		

**6. When coaching individual teachers, effective literacy coaches employ a core set of coaching activities that are predictors of student literacy growth at one or more grade levels. (continued)**

In partnership with teachers, I...	Some successes I have had are...	Specific aspects I would like to strengthen are...
<p>◆ Engage in <b>observation</b> for numerous purposes, including, but not limited to, all of the following:</p>		
<ul style="list-style-type: none"> <li>▪ observe and document specific literacy behaviors of students whose progress is of concern to the teacher.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ observe how literacy instructional practices are being implemented across the school to inform future professional development efforts at the school, grade, or individual teacher level.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ observe a teacher's instruction in order to provide support related to various aspects of instruction (e.g., planning, scaffolding, pacing, selecting materials, grouping, assessing progress toward instructional objectives).</li> </ul>		
<p>◆ Engage in <b>co-planning</b> with teachers in order to:</p>		
<ul style="list-style-type: none"> <li>▪ help build collaborative relationships as both coach and teacher are seen as important contributors to the co-planning process.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ ensure that instructional planning includes delineating learner outcomes, selecting appropriate practices, determining grouping options, and developing outcome-based assessment.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ inform additional support needed from the coach which may include modeling, co-teaching, and/or observation of the co-planned instruction.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ use assessment data to meet the instructional needs of students.</li> </ul>		

**7. Effective literacy coaches are integral members of literacy leadership teams at the school and/or district level.**

<b>I serve as a literacy leader by consistently engaging in all of the following activities that are included in my job description:</b>	<b>Some successes I have had are...</b>	<b>Specific aspects I would like to strengthen are...</b>
<ul style="list-style-type: none"> <li>◆ provide grade/team-level professional development.</li> </ul>		
<ul style="list-style-type: none"> <li>◆ collaborate with special educators about literacy instruction for students who have special needs.</li> </ul>		
<ul style="list-style-type: none"> <li>◆ serve on school committees that focus on literacy-related and student achievement issues, including being a member of the intervention and student support teams.</li> </ul>		
<ul style="list-style-type: none"> <li>◆ work with administrators and other teachers to establish a school-wide/ district-wide literacy vision and to develop/ refine and manage the school's/ district's literacy program.</li> </ul>		
<ul style="list-style-type: none"> <li>◆ analyze data and helping teachers use the data to make decisions.</li> </ul>		
<ul style="list-style-type: none"> <li>◆ serve as a liaison between the district and their schools by attending district-level meetings/workshops and sharing the information with the appropriate stakeholders (e.g., administrators, teachers, support personnel).</li> </ul>		



# Early Literacy Coach Self-Reflection | Goals and Action Steps

Essential Coaching Practice: #1-7, bullets #1,2,3, etc.	Goal Number _____:		
Action Steps	Possible Supports	Anticipated Completion Date for Each Action Step	Actual Completion Date for Each Action Step