



EARLY LITERACY COACHING PROGRAM

Reflection Protocol and Goal Setting Worksheet

The Early Literacy Coaching Program Reflection Protocol and Goal Setting Sheet is designed to be used with the Coaching Continuum from the [Michigan Department of Education \(MDE\) Early Literacy Coaching Model](#). The purpose is to allow for reflection about the current literacy coaching program. The Protocol can be completed by teams at:

- ◆ an intermediate school district, or
- ◆ a school district, or
- ◆ a school.

The team, at a minimum, should include:

- ◆ a literacy coach (or coaches), and
- ◆ one or more administrators, and
- ◆ one or more teachers who have participated in literacy coaching activities.

It is anticipated that the results of this reflection be used to develop goals for strengthening the program (e.g., moving from Developmental Use to Accomplished Use or from Ineffective Use to Developmental Use).

Step One (30-45 minutes): To be completed at an initial team meeting

- ◆ Starting on page 6 of the MDE Early Literacy Coaching Model, read through the seven *Essential Coaching Practices for Elementary Literacy* included in the **Coaching Continuum**.
- ◆ Select one or two areas for examination - areas that the team thinks may be impeding the progress/success of the literacy coaching program. Keep in mind that this is a reflection of the coaching program and **not** an evaluation of individual coaches.

Step Two (30-45 minutes): Following the initial team meeting, each team member completes the following individually

- ◆ For each descriptor within the two areas the team chose, circle the bullet under the column that represents the current status of your coaching program (see page two for an example).
- ◆ Take notes to support the status of each descriptor you circled. Be ready to discuss strengths related to each descriptor and, if the circled descriptor is not in the *Accomplished Use* column, be ready to discuss the barriers that prevent the coaching program from being in that column.

Step Three (60 minutes): At a subsequent team meeting

- ◆ The group discusses the individual ratings and comes to consensus about each descriptor.
- ◆ On the basis of the results, the group develops one or two goals designed to strengthen the coaching program.
- ◆ The group develops a short set of action steps that will move the group toward each goal and determines a schedule for reviewing the goal(s).



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Below is an example of how a team used the Coaching Continuum to identify areas of focus and then used the Goals and Action Steps template to determine how they will work toward accomplishing their goal.

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

Accomplished Use	Developmental Use	Ineffective Use
<p>Literacy coaches serve as literacy leaders by consistently engaging in all of the following activities that are included in their job description:</p> <ul style="list-style-type: none"> • providing grade/team-level professional development. • collaborating with special educators about literacy instruction for students who have special needs. • serving on school committees that focus on literacy-related and student achievement issues, including being a member of the intervention and student support teams. • working 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. • analyzing data and helping teachers use the data to make decisions. • serving 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). 	<p>Literacy coaches serve as literacy leaders by inconsistently engaging in all of the following activities that are included in their job description:</p> <ul style="list-style-type: none"> • providing grade/team-level professional development. • collaborating with special educators about literacy instruction for students who have special needs. • serving on school committees that focus on literacy-related and student achievement issues, including being a member of the intervention and student support teams. • working 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. • analyzing data and helping teachers use the data to make decisions. • serving 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). 	<p>Literacy coaches are not yet able to serve as literacy leaders because the following activities that are included in their job description are not characteristic of their practice:</p> <ul style="list-style-type: none"> • providing grade/team-level professional development. • collaborating with special educators about literacy instruction for students who have special needs. • serving on school committees that focus on literacy-related and student achievement issues, including being a member of the intervention and student support teams. • working 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. • analyzing data and helping teachers use the data to make decisions. • serving 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).

EXAMPLE

Early Literacy Coaching Program | Goals and Action Steps

Team Members:

Date:

Essential Coaching Practice: #7, bullet #4	Goal: Develop and establish a school-wide literacy vision.			
Action Steps	Anticipated completion date for each action step	Person primarily responsible for monitoring this goal	Actual completion date for each action step	Supports/ Feedback
1. Collect literacy vision statements from within and outside the district.	November 12th	<i>Deidre Martin, Coach</i>	November 12th	
2. Meet to review vision statements and develop a vision statement appropriate for our context - may take more than one meeting.	November 17th & 24th	<i>Pat Henson, Principal, will facilitate the meeting</i>	November 24th	
3. Share the vision statement with the staff and get feedback.	December 3rd	<i>Pat Henson, Deidre Martin, and Alex Shiraz, teacher</i>	December 10th	
4. Use feedback to finalize literacy vision statement.	December 10th	<i>Pat Henson, Principal, will facilitate the meeting</i>	December 17th	

Early Literacy Coaching Program | Goals and Action Steps

Team Members:

Date:

Essential Coaching Practice: #1-7, bullet #1,2,3, etc.	Goal:			
Action Steps	Anticipated completion date for each action step	Person primarily responsible for monitoring this goal	Actual completion date for each action step	Supports/ Feedback
1.				
2.				
3.				
4.				