Coaching Toward a Target

Productive, Effective, Focused Teaching and Learning

1. Check calendar for appointments.
2. Prepare (30 seconds)
   Review your conferring notes for the student's strengths and strategy focus.
3. Observe (1 minute) *"[Student], please read so I can listen in; then tell me about yourself as a reader."*
   Observe the student. Is he or she applying the skill/strategy taught or reinforced last time you met?
   What is the student doing well with his or her strategy/skill application?
   Record this on the conferring sheet.
4. Reinforce and Teach (1 minute)
   "I noticed _____ ; what did you notice? Today we are going to _____."
   Verbally share with student your observations of what he or she was doing well.
   Teach or reinforce the skill or strategy you feel is just right for the student now by
   ◆ explicit explanation,
   ◆ modeling,
   ◆ thinking aloud,
   ◆ offering advice.
5. Practice (1 minute) *"Now it is your turn. You try . . . "*
   Ask the student to practice the skill/strategy while you listen in.
6. Plan (30 seconds) *"This is what I am hearing, and because of that, this may be our next step."*
   Based on today's teaching and learning, decide and agree together what the next step will be. It isn't uncommon for students to need continued practice with the previous strategy.
   Write this plan on the coaching sheet.
7. Encourage (15 seconds)
   Just before you leave the student, encourage him or her to continue to practice the skill taught or reinforced today.
   Student should articulate the goal.

◆ The times above serve as guidelines, and though it isn't necessary to strictly adhere to them, they will give you a general idea so you can keep your conferences focused and brief.
◆ Each step above may be shorter or longer, depending on what the child is doing that day, and where you are in the gradual release of teaching the skills or strategies to the student.
◆ Remember that brief, focused conferences that occur frequently are considerably more beneficial than sporadic, lengthy ones.