

Teacher coaching:

Springboard Teachers have a singular focus: drive all students toward reading growth goals. To best accomplish this task, Springboard teachers must be skilled in five key instructional areas:

1. Lesson content
2. Lesson delivery
3. Student assessment
4. Classroom management
5. Collaboration with families



Coaching is a flexible and personalized approach to professional development. During programming, coaches support teachers as they work toward a goal in one or more of these five key areas.

Through our two coaching models – one-on-one coaching and PLCs – teachers consistently use data to reflect on and strengthen instructional skills. A Site Leader or Literacy Coach’s role is to implement coaching solutions to help Springboard Teachers, and ultimately scholars, meet their goals.

Individualized coaching at Springboard Collaborative

The coaching process starts with teachers selecting a goal in one of five skill areas. For maximum growth, we recommend that teachers select a goal by the end of the first week of programming. During the first week of programming, Site Leaders or Literacy Coaches review each teacher’s goal and observe each teacher’s classroom. After observing, the coach and teachers narrow their goal or focus.

Teacher goals should be designed to drive student reading growth. “Teacher goal setting and Action Plan” (found in Slinky Libraries) can be used to plan and track progress toward teachers’ goals. This also includes space to note the coaching technique (e.g. modeling a lesson) the coach agrees to use.

Site Leaders or Literacy Coaches visit classrooms weekly during Springboard. In some cases, a coach may observe something urgent that needs to be addressed to help students reach reading growth goals. If so, coaches should work with teachers to develop additional Teacher Action Plans or use PLC time to address site wide issues.

Weekly coaching cycle:

- A before observation check-in (5 minutes)
- Observation, model, or co-teach (10-20 minutes)
- Teacher debriefing (10 minutes)

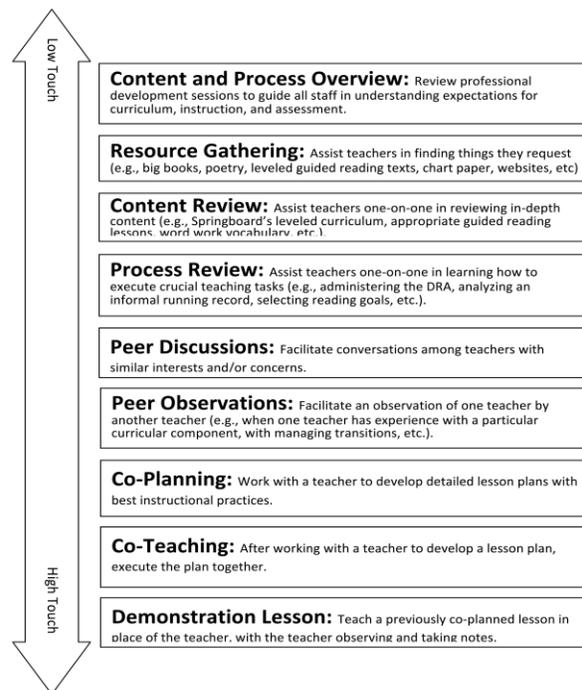
Each coaching cycle ends with a one-on-one teacher debrief. Springboard coaches approach their coaching in a descriptive way that is helpful, supportive, and constructive to teachers. The goal of the debrief is to cultivate teacher reflection and growth.

Additional individualized coaching support

Throughout programming, Site Leaders review, approve, and provide feedback, as needed, on teachers' Guided Reading plans in Slinky. Additionally, Site Leaders review and provide feedback and adjustments, as needed, on Student Action Plans in Slinky. Action Plans must be marked "approved" by the Site Leader for the action plan to count as being complete.

Coaching techniques

We've identified nine basic coaching techniques that are easily adaptable for a Springboard classroom. These are listed on a continuum from least involved (*low touch*) to most involved (*high touch*) and can be used during both PLCs and individualized coaching sessions. This list is a starting point. Leaders may use other techniques during the course of programming, and different teachers will request different types of coaching. Above all else, coaching should be tailored to fit the needs of teachers and leaders.



To learn more about Springboard Collaborative individualized coaching check out the videos on Springboard's YouTube or Vimeo channel.