

## Sample Coaching Plan for Schools

Empowering Writers has developed coaching services to support the implementation of writing instruction. The coaching services will ensure fidelity of the writing instruction and ultimately empower the teachers and literacy team to achieve long-term success in writing.

The research is very clear that teacher practice is one of the most important factors influencing student achievement. Providing customized support will meet the needs of teachers and promote the use of research-based best practices in the classroom.

Empowering Writers will partner with your school to provide a customized professional development plan that includes the following:

### **1. Set Goals and Establish Accountability**

Goals will be established and communicated to all schools and supporting staff prior to the coaching cycle. This will create a long-term vision that will provide motivation and intention throughout the cycle.

#### **School Year Goals:**

The teachers will be introduced to and begin to understand the Empowering Writers methodology and skill building necessary for student success.

The students will demonstrate evidence of the application of the skills instructed.

Empowered classrooms will utilize the *Getting Ready to Write Guide (K-1)/Writing Companion resource (Grades 2-5)*, will use EW language during class discussions, and display instructional posters (informational pillar/narrative diamond, productive questions, examples of the skills, modeling/ teaching charts) and student work highlighting learned skills.

### **2. Plan School Visits**

- **Kick off:** The EW coach will introduce herself, set up the objectives of the campus visits, and discuss lesson modeling in a 45 minute virtual meeting.
- **Coaching Day #1 and #2:** EW coach will coordinate with campus coaches, then will plan and execute requested modeled lessons in designated K-5 classrooms with the professional staff observing-- 3 grade levels on day one and 3 grade levels on day two. Following each lesson, there will be a debrief from the lesson, consideration of next steps, and a Q&A.  
(Teachers will be asked to replicate the lesson and/or those following during the next month, then bring student work to Coaching Day #3.)

<u>Day #1</u>	<u>Schedule</u>	<u>Location</u>
8:00 - 9:00	Classroom Modeling #1 Skill/Lesson: Unit 3A: Lesson: Writing Elaborative Segments	Teacher: Grade level: 5th Room number: 400
9:00 - 9:30	Debrief #1	
9:45 - 10:45	Classroom Modeling #2 Skill/Lesson: U3A: Lesson: Writing Elaborative Segments	Teacher: Grade level: 3rd Room number: 300
10:45 - 11:15	Debrief #2	
12:30 - 1:30	Classroom Modeling #3 Skill/Lesson: U3A: Lesson: Writing Elaborative Segments	Teacher: Grade level: 4th Room number: 400
1:30 - 2:00	Debrief #3	

<u>Day #2</u>	<u>Schedule</u>	<u>Location</u>
8:00-9:00	Classroom Modeling #4 Skill/Lesson: Narrative Section: Lesson 4: Listen and Imagine	Teacher: Grade level: Kindergarten Room number: 200
9:00 - 9:30	Debrief #4	
10:30 - 11:30	Classroom Modeling #5 Skill/Lesson: Unit 5: Lesson 3: Pick, List, and Choose	Teacher: Grade level: 1st Grade Room number: 100
11:30 - 12:00	Debrief #5	
12:30 - 1:30	Classroom Modeling #6 Skill/Lesson: Narrative Section: Lesson 4: Listen & Imagine	Teacher: Grade level: 2nd Grade Room number: 300
1:30 - 2:00	Debrief #6	

- **Coaching Day #3:** EW Coach will meet with each grade level team during their PLC time for 1 hour to review student work/progress, answer questions, and plan next steps.

Coaching Day #3 Sample Schedule (*\*Class coverage will be required*)

8:15 - 9:15 - 2nd Grade \*  
9:15 - 10:15 - 1st Grade  
10:15 - 11:15 - Kindergarten \*  
11:15 - 11:45 - Lunch  
11:50 - 12:50 4th Grade  
12:50-1:50 - 3rd Grade \*  
1:50 - 2:50 - 5th Grade

- **Coaching Days #4 and #5:** Moving forward, days 4 and 5 will be customized to the specific needs of each grade level or teacher. While some will move into being observed by the trainer with a debriefing session for feedback and next steps, others might benefit more from additional modeling. This plan allows the coaching to be flexible and offers support in ways that are beneficial to each grade level.