

Date: Week of \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Selection/unit being read? \_\_\_\_\_

Key words being taught? (Attach list, if available.) \_\_\_\_\_

Emphasis on specific skills or strategies? \_\_\_\_\_

Any specific request about my role with in-class instruction? \_\_\_\_\_

What day(s)/time would be best for our in-class sessions? \_\_\_\_\_

Are there any students about whom you have concerns? \_\_\_\_\_

Any specific scheduling issues (field trips, assemblies)? \_\_\_\_\_

Comments:

**FIGURE 2.2.** Communication form.

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	Yes	No
1. Do we come to class with prepared materials/ideas?	___	___
2. Do we signal our students to come to us when it is time?	___	___
3. Do we follow through on plans made at joint planning sessions?	___	___
4. Do we provide feedback on students' lessons to each other regularly and frequently?	___	___
5. Do we bring materials to joint planning sessions?	___	___
6. Do we share new strategies with the other teachers?	___	___
7. Do we engage in self-reflection after teaching a lesson?	___	___
8. Do classroom teachers try to help the literacy specialist "fit in" with the flow of the classroom?	___	___
9. Do we invite feedback on students/lessons from each other?	___	___
10. Do classroom teachers share expectations for student behavior?	___	___
11. Do we keep to our agreed-upon schedule? (Does the literacy specialist arrive on time? Is the teacher ready for the collaborative lesson?)	___	___
12. Do we discuss our relationships with other classroom teachers/literacy specialists in a professional manner?	___	___
13. Do we have high expectations for students and discuss their strengths and needs in a positive way?	___	___
14. Do we "keep up" on literacy instruction research through our reading of professional journals, attendance at conferences, etc.?	___	___
15. Do we demonstrate respect for each other?	___	___

**FIGURE 2.3.** Reflective collaboration questions.

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Dear Teacher:

I am interested in getting your feedback on the work that we are doing together to help students learn to read and write successfully. Use this form to jot down your thoughts. Then let's plan a time when we can sit together to discuss your responses.

1. Have you seen any improvement in the performance of readers or writers experiencing difficulties?

None

Some

A lot

Please elaborate:

2. Have you seen any improvement in the attitudes of readers or writers experiencing difficulties (are they more positive about reading or writing)?

None

Some

A lot

Please elaborate:

(continued)

**FIGURE 3.4.** Getting feedback from teachers.

---

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3. For pullout programs:
  - a. Am I pulling students at an appropriate time (they aren't missing key classroom instruction). If no, any suggestions for change?
  
  - b. What improvements do you see in student learning?
  
  - c. What feedback can I give you about my work?
  
  - d. Is there anything you would like to share with me about these students that might help me plan instruction?
  
4. For in-class programs:
  - a. How easy has it been to create a schedule that enables us to work together?  
Easy                      Somewhat difficult                      Difficult
  - b. Any suggestions for making scheduling easier?
  
  - c. What has been the most positive aspect of our collaboration?
  
5. What has been the most difficult aspect of program implementation?
  
6. Any overall suggestions for program improvement?

Thank you,

Literacy Specialist

**FIGURE 3.4.** *(continued)*

Teacher/Coach: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
 Date: \_\_\_\_\_ Time Begin: \_\_\_\_\_ End: \_\_\_\_\_  
 # Students Present: \_\_\_\_\_ Lesson Focus: \_\_\_\_\_

**Materials: (Check all that apply)**

Textbook	Group: (Check all that apply)	Adults: (Check all that apply)	Student Teacher
Board/Chart			Teacher Intern
Computer	Whole Class	Teacher	Other: _____
Worksheet	Small Group	Reading Specialist	
Student Work	Pairs	Reading Coach	
Other: _____	Individual	Instructional Aide	

Protocol to be used as a guide. Scale to be completed after the observation has been completed.

Scale:	Great Extent	Some Extent	Minimal Extent	Not Observed
	(3)	(2)	(1)	(0)
<b>Classroom Environment: Print Rich</b>				
Classroom Library Is Accessible				
<i>Students are able to gain easy access to the library in the classroom. Books are at eye level.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Has Wide Variety of Books/Genres				
<i>Library includes informational material, books for pleasure, poetry, language play, reference materials, etc.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading and/or Writing Strategies Are Displayed				
<i>Strategies posted are informative tools designed to promote classroom learning.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Spaces Are Inviting	<input type="checkbox"/> yes	<input type="checkbox"/> no		
Learning Centers Are Evident	<input type="checkbox"/> yes	<input type="checkbox"/> no		
Student Work on Display Inside/Outside	<input type="checkbox"/> yes	<input type="checkbox"/> no		

(continued)

**FIGURE 7.3.** Observation checklist. Adapted with permission from Bean et al. (2009).

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<b>Scale:</b>	<b>Great Extent</b>	<b>Some Extent</b>	<b>Minimal Extent</b>	<b>Not Observed</b>
	(3)	(2)	(1)	(0)
<b>Classroom Management/Climate</b>				
Maintains Positive Learning Environment <i>Interactions are respectful and supportive. Tone and atmosphere are encouraging.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages High Level of Student Participation <i>Teacher facilitates active engagement of students during lesson.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains Effective Behavioral Routines <i>Clear expectations are established by teacher and internalized by students. Minimum time is spent in transitions.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains Robust Literacy Routines <i>Teacher facilitates strong literacy routines that are recognized and understood by students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preserves Student On-Task Behavior <i>Teacher consistently facilitates student engagement during reading instruction.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Scale:</b>	<b>Great Extent</b>	<b>Some Extent</b>	<b>Minimal Extent</b>	<b>Not Observed</b>
	(3)	(2)	(1)	(0)
<b>Instructional Practices</b>				
Introduces and Reviews Concepts/Skills Clearly <i>Teacher develops concept or skill plainly and accurately. The concept or skill introduced is evident.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiates Literacy Instruction <i>Teacher appears to use individual student literacy performance in planning instruction. Literacy learning is structured for small groups or individual students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

**FIGURE 7.3.** (continued)

<b>Scale:</b>	<b>Great Extent</b>	<b>Some Extent</b>	<b>Minimal Extent</b>	<b>Not Observed</b>
	(3)	(2)	(1)	(0)
<b>Facilitates Text Comprehension</b>				
<i>Teacher helps students to make connections to targeted concepts; activates student background knowledge; engages students in high-level thinking activities; encourages students to make predictions; summarizes, retells, or makes use of graphic organizers to organize their thinking.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Engages in Coaching/Scaffolding</b>				
<i>Teacher provides corrective feedback by prompting the student in an effort to encourage the student to arrive at the correct answer independently.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Highlights Significance of Reading Process</b>				
<i>Teacher emphasizes the reading and writing process and the use of strategies; "A good reader sees the parts of words to help him or her decode. A good reader/writer does . . ."</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>*Models Skills/Strategies</b>				
<i>Teacher demonstrates a particular skill or strategy to students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>*Provides Guided Practice</b>				
<i>Teacher supports students in practicing targeted skill or concept. Teacher provides opportunities to practice literacy learning.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>*Provides/Monitors Independent Practice</b>				
<i>Teacher has students practice targeted concept/skill individually and monitors by giving feedback when needed.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>*Provides Application Activities</b>				
<i>Teacher has students apply targeted concept to new learning for problem solving and independent learning. Students take responsibility for their own literacy learning.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Gradual release of responsibility model (GRRM; Pearson & Gallagher, 1983).

**FIGURE 7.3.** (continued)

Teacher observed: \_\_\_\_\_ Grade level: \_\_\_\_\_ Date: \_\_\_\_\_

Coach: \_\_\_\_\_

Time of observation: From \_\_\_\_\_ to \_\_\_\_\_

Use this as a guide to write your observations and note areas for discussion with teacher.

**Classroom environment** (seating arrangements, grouping):

**Print environment:**

**Focus of lesson:** What is the goal of this lesson?

Is the purpose clear to students?

<b>Instructional practices</b>	<b>Comments</b>
What is the teacher doing?	
How does the teacher help students if they seem to be having difficulty understanding key ideas or performing specific skills?	
What are the students doing (reading, writing, speaking, listening)? Are they working as a whole class, in small groups, individually?	
Opportunities for student engagement (how are students demonstrating their learning?).	
<i>Other observations:</i> How do the lesson activities help students achieve lesson goal?	

**FIGURE 7.4.** Open-ended focused observation protocol.

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1. Upon entering the room, spend several minutes doing an environmental sweep and collecting information about number of students, literacy environment in the room, and seating arrangements. You may want to draw a picture of the classroom.
2. Using blank sheets of paper, divide the sheet into three columns, identified as “Teacher,” “Student,” and “Observer” comments.
3. Begin identifying what is occurring in the classroom. If there is classroom discourse (i.e., the teacher is interacting with the students), try to jot down key phrases or words that the teacher and the students are saying. You may also want to identify whether specific students are responding. Remember to note whatever is especially relevant to the focus or goal identified in the planning session. For example, if the teacher wants the coach to attend to levels of questions, then recording the specific questions is important. If the teacher wants the coach to observe whether students are actively involved, then the coach would need to attend to that dimension of instruction.
4. When the teacher is serving as a facilitator (walking around classroom assisting students), the coach can focus on what students are doing, or not doing, as well as what the teacher is doing or saying.

Example of script:

Teacher	Students	Observer
<i>9:00—Walks around helping students; answers their questions.</i>	<i>All are writing in their journals.</i>	
<i>9:05—Helps Margo—asks her to read what she had written.</i>	<i>One student is not writing (has his head down).</i>	<i>Is the task too difficult? Ask the teacher about him.</i>
<i>9:10—Says, “Good work! Who would like to share what they have written with the class?”</i>	<i>Most students raise their hands.</i>	<i>Why “Good work”?</i>

5. Every 5 minutes draw a line under what you have written so that you have some indication of how long various activities have lasted and when they occurred. Sometimes, you may want to draw a line when an activity changes; for example, the teacher has finished reading a story and is now beginning to ask questions about the selection.
6. Use the “Observer Comments” column to write comments when there are events in the lesson about which you want to talk with the teacher or have questions. For example, note the comment above about the student who is not participating in the writing task.
7. Every 5 minutes or so (when it seems appropriate), it is wise to stop writing and just look around the classroom. It is easy to become so immersed in the writing that you miss some of the nonverbal and physical interactions.

**FIGURE 7.5.** Observation protocol for scripting data.

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Dear Teacher: To what degree do you agree with the statements below about the professional learning available to you?

- |   |                                     |
|---|-------------------------------------|
| 4 | Strongly agree                      |
| 3 | Agree                               |
| 2 | Disagree                            |
| 1 | Strongly disagree                   |
| 0 | Haven't experienced; not applicable |

**Content**

Score	Description
	The district has a set of literacy goals and standards across grade levels that are used as a framework to guide professional learning.
	Standards for literacy performance at each grade level have been identified (e.g., what should students know and be able to do?).
	Curriculum and instructional practices are evidence-based.
	Curriculum and instructional practices set high expectations for all students.
	Multiple sources of data are used to determine curriculum and instructional practices.
	The PL resources (e.g., journals, webinars, professional books) available to me help me gain an in-depth understanding of the theory and research underlying practices (why a practice is important).

**Collaboration and Sense of Community in the School**

Score	Description
	I have a decision-making role in how I learn what is necessary to achieve goals set by the school.
	I am given opportunities to work with my colleagues to learn from them (e.g., grade-level meetings, study groups).
	There is a focus on the value of families and their role as members of the community.
	I am recognized for the work that I do.
	I have opportunities to serve as a leader in planning and implementing PL activities.

(continued)

**FIGURE 8.3.** Assessing perceptions of teachers about professional learning experiences. Adapted with permission from Bean & Morewood (2007).

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### Duration and Amount of Time

Score	Description
	PL activities are ongoing (over time) and give me opportunities to develop in-depth understanding of what I am learning.
	I have sufficient contact hours related to the PL topic.

### Active Learning

Score	Description
	School makes use of new technologies in helping me achieve my professional goals.
	I use information from my classroom and students in my PL experiences (e.g., student assessments, work samples).
	I am given choices, based on my needs and those of my students.
	I have opportunities to participate in inquiry-based activities that help me reflect and think critically.
	I have opportunities to practice what I am learning with my peers.
	Coaching is useful to me for my own learning.
	I find observation of teaching colleagues to be helpful to my learning.
	My participation in a book study group is helpful to my learning.
	I find outside technology resources (e.g., blogs, videos, podcasts) to be useful for my own learning.

### Applying What We Are Learning

Score	Description
	I have opportunities to apply what I am learning in my classroom.
	I have opportunities to try out what I am learning in a risk-free environment.
	Feedback is geared toward supporting and guiding my teaching practices; it is not evaluative.
	I am recognized for what I know and do in my classroom.
	I have opportunities to self-evaluate and reflect on my work.

### Additional Comments

**FIGURE 8.3.** *(continued)*

Key

- + = Exhibits this behavior all of the time
- ✓ = Need for improvement some of the time
- 0 = Not evident

Child's Name								
Reads with appropriate phrasing (not word by word)								
Reads with appropriate expression and intonation								
Reads at appropriate rate								
Uses punctuation as a meaning tool								
Uses decoding to figure out unknown words								
Rereads if meaning is problematic								

**FIGURE 9.2.** Oral reading checklist.

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# APPENDIX A. Coaching Summary Sheet: The Observation Cycle

Teacher/Coach: \_\_\_\_\_ Grade/Subject Area: \_\_\_\_\_ Date: \_\_\_\_\_

## PLANNING

Goals of lesson (What do you expect students to learn?):

Purpose of observation (What do you, teacher, hope to learn? What is the focus of the observation?):

What will students be doing? (What should I expect to see? What would you like me to look for?):

---

ANALYSIS (Key points [related to goals set by teacher])—TO BE USED FOR DISCUSSION

---

FOLLOW-UP

Date:

Teacher:

Coach:

---

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# APPENDIX B. Observation Protocol for Content-Area Instruction

Teacher/Coach: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

# Students present: \_\_\_\_\_ Content area: \_\_\_\_\_

Lesson focus: \_\_\_\_\_

Materials: (Check all that apply)

Textbook      Grouping: (Check all that apply)

Board/Chart     Whole Class

Computer         Small Group

Worksheet       Pairs

Student Work    Individual

Other: \_\_\_\_\_

Protocol to be used as a guide. Scale to be completed after the observation has been completed.

Scale:	Great Extent	Some Extent	Minimal Extent	Not Observed
	(4)	(3)	(2)	(1)
<b>Classroom Environment</b>				
Materials supporting literacy are available <i>Books, visuals, print and nonprint materials about topic are evident</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides for social interaction <i>Areas for small-group/partner work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies for learning are displayed <i>Informative, positive strategies (e.g., why and how of summarizing)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

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Scale:	Great Extent	Some Extent	Minimal Extent	Not Observed
	(4)	(3)	(2)	(1)
<b><u>Instruction</u></b>				
<b><u>Before Reading</u></b>				
<i>Sets purpose, makes connections, development of vocabulary</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Small-group discussion</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Engages in coaching/scaffolding, teacher models strategies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>During Reading</u></b>				
<i>Think-alouds by teacher, connects to students' experiences, points out text features</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Questioning that requires high-level thinking, engages in coaching/scaffolding</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>After Reading</u></b>				
<i>Small-group discussion or writing activities that require responding to text</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Activities require high-level thinking</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Opportunities for differentiation to meet student needs</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Teacher monitors and supports student work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scale:	Great Extent	Some Extent	Minimal Extent	Not Observed
	(4)	(3)	(2)	(1)
<b><u>Classroom Climate/Engagement of Students</u></b>				
<i>High level of student participation Students are actively engaged</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Positive learning environment Interactions are respectful and supportive, encourages risk taking</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Students use strategies to learn Evidence of students knowing when, how, and which strategies to use (e.g., note taking, summarizing)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Students show evidence of being able to think about their own learning Provide justification for thinking, evidence of being able to organize own learning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

# APPENDIX C. Sample Observation Form

Teacher's name: \_\_\_\_\_ Grade level: \_\_\_\_\_ Date: \_\_\_\_\_

Start time: \_\_\_\_\_ End time: \_\_\_\_\_ Number of students: \_\_\_\_\_

Focus of lesson: \_\_\_\_\_

Grouping: Whole class \_\_\_ Small group \_\_\_ Individual \_\_\_\_\_

Overall impressions of environment:

Teacher	Students	Observer Comments

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