

Coaching Tool

This tool is intended to guide coaches and leaders as they support teachers using *Phonics for Reading*.

Success Indicators represent actions that will drive student achievement with *Phonics for Reading*. The indicators progress in complexity, so you may consider starting with a focus on Indicator 1 and shifting attention to additional indicators once the first has been achieved.

Look Fors and **Consultative Questions** help you determine teachers' strengths and opportunities for growth.

Coaching Actions include concrete and realistic steps to build teacher practices and address teacher beliefs.

Success
Indicator

1

The teacher efficiently follows the instructional routines to provide explicit instruction.

When can you observe this?	Look Fors	Consultative Questions
<input checked="" type="checkbox"/> In small group intervention <input type="checkbox"/> Through coaching conversation	<ul style="list-style-type: none"> The teacher uses the script in the Teacher's Guide to ensure the activities are implemented with fidelity. The teacher provides step-by-step modeling (I do) with guided practice (We do) and independent practice (You do). The teacher keeps a brisk pace to efficiently move through each activity while still monitoring students' ability to demonstrate the skill. If student(s) make a mistake, the teacher uses the Monitor and Adjust boxes to provide immediate corrective feedback. 	<ul style="list-style-type: none"> How would you describe explicit instruction? Why is following the teacher script important? What do you think are benefits of students hearing you model? How would you describe your pacing of the activities?

If the Look Fors are not observed . . .

Coaching Actions

Building Teacher Practice

- Use the [Phonics for Reading Activity Library](#) to help the teacher understand the structure of activities and see them in action.
- If the teacher needs support with correct letter/sound associations, point them to the articulation videos and articulation cards available on the Teacher Toolbox (if purchased).
- If the teacher is not correcting student errors, look at examples of the Monitor and Adjust boxes in the Teacher's Guide. Discuss a plan for previewing these before the lesson so they are top of mind while the teacher is delivering instruction.

Addressing Teacher Belief

- Discuss the importance of systematic, explicit instruction when intervening with older students who are still mastering foundational literacy skills. The *Phonics for Reading* scope and sequence is sequential in that it teaches skills from simple to complex and systematically focuses on critical content to promote learning. Want to learn more? Check out the *Phonics for Reading* [Research Base](#).

Students have opportunities to practice the target skill(s)* in words, sentences, and texts.

When can you observe this?	Look Fors	Consultative Questions
<input checked="" type="checkbox"/> In small group intervention <input type="checkbox"/> Through coaching conversation	<ul style="list-style-type: none"> Teacher elicits frequent responses and students answer chorally saying the target sound or reading the word. The teacher models reading a sentence with appropriate phrasing and prosody and then students practice reading the sentence. As a culminating activity in each lesson, students read developmentally appropriate decodable text. As the teacher monitors students' reading, they listen and offer corrective feedback whenever appropriate. Students complete independent practice activities to further strengthen their decoding skills. 	<ul style="list-style-type: none"> <i>What signals (verbal and/or auditory) do you use to ensure all students are practicing skills and answering together?</i> <i>How are you supporting your students with fluency?</i> <i>How does practice within texts support students' learning?</i> <i>In what ways are students applying their new learning?</i>

If the Look Fors are not observed . . .

Coaching Actions

Building Teacher Practice

- If the teacher needs support understanding how to teach certain activities, refer them to the [Phonics for Reading Activity Library](#).
- If the teacher seeks guidance on providing corrective feedback, refer them to the Corrective Feedback section in the [Introducing Phonics for Reading digital course](#).
- If pacing is a barrier to having time for students to read Decodable Texts, discuss how the third read of the text is optional and collaborate on ways to pace instruction to find time for students to practice. Reference the Pace Your Instruction heading of the [Educator Guide](#) for more information.
- If the teacher expresses the desire for fluency practice, suggest they use the Fluency Checks to measure student progress in accurate decoding. These assessments leverage the passages in the Student Book.

Addressing Teacher Belief

- Read and discuss the Decodable Text to Support Fluency and Comprehension section of the [Research Base](#). Reflect on how isolated practice has different benefits than practicing with continuous text.

*The target skill is the letter or letter combination being taught during the lesson (e.g., ä, ur, ew).

The teacher monitors students' progress on a regular basis.

When can you observe this?	Look Fors	Consultative Questions
<ul style="list-style-type: none"> ✓ In small group intervention ✓ During the Unit Check-Up administration ✓ Through coaching conversation 	<ul style="list-style-type: none"> • During instruction, the teacher provides affirmative and corrective feedback and documents student strengths and areas of need. • The teacher actively monitors student progress using the Firm Up strategy found in the Monitor and Adjust box. • The teacher administers the Unit Check-Up to monitor students' knowledge of the unit's target skills and determines if students are ready to move on or if they need additional support and practice. • The teacher uses the optional Fluency Checks to measure students' fluency over time. 	<ul style="list-style-type: none"> • <i>During small group intervention, what is working well to help you understand if students can demonstrate a skill? What is challenging?</i> • <i>How do you document student progress toward mastery of skills across a lesson? Across a unit?</i> • <i>How do you utilize the data you gather through observation and from the Unit Check-Up?</i>

If the Look Fors are not observed . . .

Coaching Actions

Building Teacher Practice

- If the teacher is not able to show you how they are collecting and recording student data, try to gather more information. Is the teacher strategically monitoring student responses during intervention? Do they have a system for easily recording observational data? Is their data organized in a way that allows them to make assessment decisions?
- If the teacher is not utilizing the Unit Check-Ups, try to understand what is preventing them from administering these assessments. Then offer support for pacing, administration, scoring, or the determined root cause. Consider walking through the next Unit Check-Up with the teacher to help them prepare for administration.

Addressing Teacher Belief

- Discuss the variability of learners and the importance of monitoring student progress to ensure student success. Delivering high-quality intervention instruction using *Phonics for Reading* is the first step in moving students quickly toward grade-level reading so they can sooner access content across academic areas.

The teacher provides additional practice or reteaching when students have not yet demonstrated a skill successfully.

When can you observe this?	Look Fors	Consultative Questions
<ul style="list-style-type: none"> ✓ In small group intervention ✓ Through coaching conversation 	<ul style="list-style-type: none"> • The teacher provides timely corrective feedback and Firm Up strategies to address student errors. • The teacher provides additional support and reteaching to individual students or small groups when needed. • The teacher uses the Analysis of Formative Assessment Data* and informational observations to inform reteaching of skills to individual students or small groups. 	<ul style="list-style-type: none"> • <i>What are your next steps when a student is not yet demonstrating they have grasped a particular skill?</i> • <i>How do you track instructional next steps for your students?</i> • <i>How does your schedule allow for targeted reteaching of specific skills?</i> • <i>How soon after a Unit Check-Up do you generally provide additional support and practice?</i>

If the Look Fors are not observed . . .

Coaching Actions

Building Teacher Practice

- If the teacher is unsure of how to use the Analysis of Formative Assessment Data table, preview this information for the next Unit Check-Up the teacher will administer.
- To support the teacher with finding resources, reference the Analysis of Formative Assessment Data table for reteaching activities to reinforce skills. Additional resources can also be found on the Teacher Toolbox (if purchased) under the Additional Practice heading.
- Address the challenge of finding time to reteach by discussing the possibility of preteaching selected activities to students performing below the desired level.
- If the teacher notices a number of students aren't progressing, consider suggesting multimodal approaches to boost engagement. See the Multimodal Learning Enhancements document (located on the Teacher Toolbox) for ways to utilize these approaches in *Phonics for Reading* instruction.

Addressing Teacher Belief

- Discuss the importance of timely responsive instruction. When students struggle with target skills, they may be unable to move forward through the systematic sequence of skills in *Phonics for Reading* lessons. To ensure student success, the next steps outlined in the Analysis of Formative Assessment Data table should be implemented within the week following the Unit Check-Up.

*The Analysis of Formative Assessment Data table is located at the end of the Unit 1 Check-Up in each level's Teacher Guide.