



Coach Tool

Teacher Survey/Request Form & Teacher Survey: Reading Instruction

By

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For K-8 Literacy and Instructional Coaches

Purpose

These tools help coaches obtain information about the needs and wants of classroom teachers. These tools enable teachers to identify literacy areas in which they would like to receive support. These tools serve as accountability measures for the coach as well as a means to identify and track teachers' needs over time.

Use

These tools can be sent out to teachers several times a year depending on a school's initiatives. The initial distribution can occur at the beginning of the school year. For example, after administering beginning of the year formative assessments, teachers may identify that they need assistance with interpreting data, setting up guided reading groups, or crafting lessons to enhance reading fluency. Once the completed survey is returned, the coach and the teacher can collaboratively plan how to address these issues. A second distribution can occur at the conclusion of the first marking period or second/third month of school. By this time teachers should be in established routines and can identify literacy areas where they would like to receive support. These tools can also be distributed near the end of the school year as a means for teachers to let the coach know of potential concerns for the following school year and/or summer staff development.

Insights

I found these tools to be extremely helpful. First, they allowed teachers to casually identify areas in which they would like assistance. Second, the completion of the surveys became an invitation into a teacher's classroom. Third, the surveys provided a kind of accountability for the coach; they documented that a teacher was being 'offered' assistance several times a year. This demonstrated to the school administrators that a coach has made an effort to assist all staff. Finally, data gathered from the surveys provided potential areas for professional development during in-service days.

TEACHER SURVEY/REQUEST FORM

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Dear Teachers,

Welcome to the _____ school year! As we begin the school year please remember that I am here to assist you with any aspect of literacy instruction. In order for me to best support you, please complete the brief survey below and return it to me by the following date: _____. The purpose of this survey is to find out how I can support you in order to provide our students with the best literacy instruction possible.

Place a check mark beside the topic(s) that you would like to talk to me about:

- | | |
|---|---|
| <input type="checkbox"/> Formative assessments | <input type="checkbox"/> Interpreting data |
| <input type="checkbox"/> Guided Reading | <input type="checkbox"/> Grouping |
| <input type="checkbox"/> Writer's Workshop | <input type="checkbox"/> Independent Reading |
| <input type="checkbox"/> Interactive Read Aloud | <input type="checkbox"/> Fluency |
| <input type="checkbox"/> Literacy Stations | <input type="checkbox"/> Rubrics |
| <input type="checkbox"/> Shared Reading | <input type="checkbox"/> Word Work |
| <input type="checkbox"/> Summative assessments | <input type="checkbox"/> Before/During/After reading strategies |
| <input type="checkbox"/> Graphic Organizers | <input type="checkbox"/> Genres/Books |

If there is anything else I can do for you, please let me know.

TEACHER SURVEY: READING INSTRUCTION

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School Name: _____

Name (not required): _____

Grade level: _____

1. The area of reading in which I feel most confident teaching : (Examples: fluency, guided reading/ Rigby, whole group grammar, vocabulary, phonics, running records, etc.) Please indicate whether you teach this area in a whole-group or small-group format.

2. Would you be willing to model a reading lesson (as you described above) in your classroom for a few peers during the school day if I made all of the arrangements and you were given time in advance to prepare?

Circle one: yes no

3. The area of reading (fluency, comprehension, phonics, guided reading, etc.) in which I would appreciate more professional development :

4. On a scale of 1 to 10 (10 being the most comfortable), how comfortable are you in implementing guided reading with your students?

5. On a scale of 1 to 10 (10 being the most comfortable), how comfortable are you in assessing students with assessments?

6. If offered research articles on reading instruction, what content would you be most interested in learning about? (Examples: assessment analysis to guide planning, guided reading, management techniques, comprehension strategies, fluency strategies, phonics instruction, etc.)

7. If a reading coach needed to confer with you for 5-10 minutes after observing a lesson, when would be the optimal time to meet? (You can list a specific time and date, or “after a grade level meeting,” etc.)

8. Please list any suggestions you have for the reading coach about professional development.

