



Coach Tool

Teacher Contact Form

By

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Purpose

Literacy coaches and reading coaches work with multiple individuals on many different topics and use many different methods of coaching. The teacher contact form is an important way a coach can monitor and assess his or her coaching. This tool allows a coach to keep track of the monthly coaching methods that he or she uses with all teachers and to subsequently reflect upon them. The tool also helps a coach see where he or she spends time as a literacy coach. The information helps a coach see which coaching methods have been most utilized and what he or she may need to change. Further, use of the tool helps to show work patterns. By examining these patterns, a coach assists both him or herself and the teachers to achieve more. The most effective working relationships come from mutual trust built between colleagues. This collegial interaction is strengthened when a coach offers teachers ways to grow beyond what they are most accustomed to doing. By using a teacher contact form, a coach can sit with colleagues, look at the type of work they are doing, and plan for how both the teachers and coach can grow beyond comfort zones to incorporate practices that meet teachers' needs.

Use

This coach tool provides space for the teachers' names at the school, including specialists, listed on the left side of the form and the days of the month listed along the top. At the bottom of the form is a key for the various methods of coaching. As a coach works with teachers (or at the end of each week), he or she notes the methods of coaching, using the key, in the boxes. In some instances, multiple methods of coaching are utilized on the same date. In this circumstance, a coach can note the letter codes smaller than usual to record all of the interactions that take place.

This tool helps literacy coaches and reading coaches track their methods of coaching. It is an important tool to help coaches see the “big picture” of their work in a school. From information gathered, coaches can see with which teachers they have worked intensively and can see with which teachers they have not.

By looking over the completed sheet, coaches can begin to plan for future work with teachers. Since a coach’s goal is to work with colleagues as they examine practice and ultimately make changes to their instruction, coaches are always looking for ways to gradually step back from the classroom to allow teachers to make these changes. If a coach notices that he or she has done several consecutive demonstration lessons in one teacher’s room, it is time to begin planning how to best support the teacher to take on this new instructional practice. Very simply, this form provides a coach with a visual way of quickly seeing who he or she is working with and how much support he or she is offering.

Some questions to consider when reflecting on teacher contact forms:

1. Am I following the gradual release of responsibility?
2. Have I stalled with a particular teacher?
3. Is it time to move from the current practices I am using to the next stage of work? (e.g.) move from demonstrating lessons to a more collaborative practice?
4. Am I only using methods that I know I am comfortable with?
5. Am I meeting individual teacher’s needs?
6. Am I balancing my time and methods?
7. Do I need to refocus my work as a coach?
8. Am I using my time efficiently?
9. Am I working with as many teachers as possible?

Insights

Matthew Hall, the literacy coach who provided the following completed form has learned the following by using this tool:

As a literacy coach, my schedule is very different than the classroom teachers. I am working on many tasks outside of the classroom (district level projects, curriculum work, etc.). However, I know the most impact is made when working with teachers in their own classrooms. This teacher contact forms helps me to keep my coaching on track and provides me with a rationale when my school district leaders ask me to do tasks that I believe are beyond my scope of work. Further, it provides me with data to show my work as a coach with individual teachers. Combined with student assessment data and teacher reflections, this data can show how my work as a literacy coach impacts particular teachers and classrooms.

Teacher Contact Form

Literacy Coach _____ School _____ Month & Year _____

Teacher Name	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31

Methods of Coaching:
 CE=Classroom Environment; CL=Collaborative Lesson; D=Demonstration Lesson; ED=Educational Discussion; GR=Gathering Resources;
 PR=Pre-conference; CO=Coaching Observation; PO=Post-conference; SC=School Closed; SG=Study Group; WS=Workshop

Teacher Contact Form

Literacy Coach: Matthew Hall

School: MLK

Month & Year: May 2007

Teacher Name	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28 SC	29	30	31
Martin, J (K)		ED	PR		D	PO	PR	CL	PO		ED	D		PO		PR	CL	CL			PO		
Smith, M. (K)																							
Caruso, C. (1)				ED			PR		D		D			PO									
Berman, C (2)	D		PO	CL		PO				CE		CE	SG	ED		PR	D		PO			ED	
Johnson, G. (2)													SG										
Hawk, T. (2)													SG										
Shaw, T (3)	PR	D	PO	CL	CL					D	PO	ED	SG	ED		CL	PO	ED			CL	PO	

Using a teacher contact sheet helps to see patterns in coaching with individual and groups of teachers. The highlighted section shows a coaching cycle.

This column is shaded to indicate work that is outside of classroom coaching. Shading can also be used to indicate when school is closed.

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