



## **Coach Tool**

### **Weekly Calendars**

By

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### **Purpose**

For literacy and reading coaches, keeping plan books in the same way as classroom teachers is not conducive to their work. The work of coaches is complicated and includes a variety of tasks at various levels including working at the classroom, school, district, and sometimes the state level. Coaches work hard to negotiate their varied practices to meet the needs of all individuals with whom they are working. The work of coaches also includes preparing materials, staying abreast on current research, and preparing larger scale professional development opportunities.

With these varied responsibilities, keeping track of this type of work would seem difficult. Instead of traditional plan books, coaches can keep weekly calendars outlining the type of coaching work they have completed. The weekly calendar becomes a record of the work completed during the week, a place to record next steps, and a way to keep track of reflections.

### **Use**

A coach's weekly calendar is laid out to encompass one week's worth of coaching interactions. The top is a space for a coach to record the individual interactions he or she has with teachers. The boxes in this section ask for the name of the teacher, school, grade level, coaching method, purpose and next steps. This information gives a snapshot of the coaching event or interaction and enough information for a coach to be reflective on that work with the teacher. Each day of the week has three boxes set aside for recording this information. (This section usually is used to record educational discussions, demonstration lessons, conferences, etc). A key is located at the bottom of the page as a shorthand way to code each type of interaction.

Because a coach's work can take on many forms, the section below these coaching interaction boxes is labeled "committee work/meetings." Many times, a coach will attend instructional meetings, district level meetings, and coaching meetings. To honor this aspect of a coach's work, these boxes have been provided to account for the times when a coach attends some sort of meeting.

Finally, below committee work/meetings is a space for additional work. A coach may also spend his or her time on necessary tasks that do not fit into any category. Preparing materials for a study group, researching a presentation, helping to level a schoolwide book room are all examples of items that might fit in the additional work boxes.

Many coaches usually work with a day planner, keeping track of their appointments and scheduled coaching interactions in the way that fits their organizations style best. But when it comes to reporting this information out and adding thinking (like a reflection or next steps), it is good to have a consistent form to use. Working with a weekly calendar is most manageable when a coach takes a few minutes at the end of each day to fill in the events according to the tool. By taking this time, there is enough time to reflect upon coaching interactions, and by completing this daily, not too much time elapses between the event and the reflection, so the coach will not forget what occurred. An alternate way of completing the tool is for a coach to fill out his or her calendar at the end of the week and use the notes taken in a daily planner to help fill out the form. However, a coach decides to manage the use of this form, he or she needs to be sure to keep the confidentiality of the teachers in mind if required to hand the weekly calendar into an administrator.

## **Insights**

As one of the creators of this weekly calendar, Matthew Hall states:

Using this weekly calendar has not only helped me to keep track of where I am going and who I am working with, but it has allowed me to make my work transparent to my administration. I am able to show the importance of my position and the many teachers and classrooms with whom I am working. I am able to look from week to week and show the progression through the gradual release of responsibility. I can also really take a step back and reflect on the work that I am doing. Over time, I see the progress the teachers and I are making. This has given me a systematic way to keep track of my work and share it with others.

Weekly Coaching Calendar for \_\_\_\_\_ Week of \_\_\_\_\_

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>COACHING</b>	<b>COACHING</b>	<b>COACHING</b>	<b>COACHING</b>	<b>COACHING</b>
Name/Room: School: Gr.: Coaching Method: Purpose:  Next Steps:	Name/Room: School: Gr.: Coaching Method: Purpose:  Next Steps:	Name/Room: School: Gr.: Coaching Method: Purpose:  Next Steps:	Name/Room: School: Gr.: Coaching Method: Purpose:  Next Steps:	Name/Room: School: Gr.: Coaching Method: Purpose:  Next Steps:
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<b>COMMITTEE WORK/ MEETINGS</b>	<b>COMMITTEE WORK/ MEETINGS</b>	<b>COMMITTEE WORK/ MEETINGS</b>	<b>COMMITTEE WORK/ MEETINGS</b>	<b>COMMITTEE WORK/ MEETINGS</b>
Location: Goal: Outcome: Next Steps:	Location: Goal: Outcome: Next Steps:	Location: Goal: Outcome: Next Steps:	Location: Goal: Outcome: Next Steps:	Location: Goal: Outcome: Next Steps:
<b>ADDITIONAL WORK</b>	<b>ADDITIONAL WORK</b>	<b>ADDITIONAL WORK</b>	<b>ADDITIONAL WORK</b>	<b>ADDITIONAL WORK</b>

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

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
COACHING	COACHING	COACHING	COACHING	COACHING
<p>Name/Room: Berman, C./ Rm 12 School: MLK Gr.: 2 Coaching Method: CE Purpose: To organize classroom library for the end of this year and beginning of next year.</p> <p>Next Steps: ED; discuss management system for using classroom library.</p>	<p>Name/Room: Martin, J. / Rm 9 School: MLK Gr.: K Coaching Method: ED Purpose: To discuss student writing and craft lesson to help students add detail.</p> <p>Next Steps: D; lesson to add details to a picture</p>	<p>Name/Room: Martin, J. / Rm 9 School: MLK Gr.: K Coaching Method: D Purpose: Provide a demonstration lesson on adding detail to a picture.</p> <p>Next Steps: PO</p>	<p>Name/Room: School: Gr.: Coaching Method: Purpose:  Next Steps:</p>	<p>Name/Room: Martin, J. / Rm 9 School: MLK Gr.: K Coaching Method: PO Purpose: To reflect on demonstration lesson.</p> <p>Next Steps: Review student work to look for evidence of adding detail to a picture, discuss conferencing about adding detail to a picture.</p>
<p>Name/Room: Shaw, T / Rm 3 School: MLK Gr.: 3 Coaching Method: D Purpose: Provide a lesson to show the parts of a guided reading lesson.</p> <p>Next Steps: PO</p>	<p>Name/Room: Shaw, T / Rm 3 School: MLK Gr.: 3 Coaching Method: PO Purpose: To reflect on demonstration lesson.</p> <p>Next Steps: ED to discuss how to determine a teaching point based on student need.</p>	<p>Name/Room: Berman, C. / Rm 12 School: MLK Gr.: 2 Coaching Method: CE Purpose: Continue to organize classroom library for the end of this year and beginning of next year.</p> <p>Next Steps: ED; discuss management system for using classroom library.</p>	<p>Name/Room: School: Gr.: Coaching Method: Purpose:  Next Steps:</p>	<p>Name/Room: Berman, C. / Rm 12 School: MLK Gr.: 2 Coaching Method: ED Purpose: Discuss management system for using classroom library</p> <p>Next Steps: Research lesson ideas for teaching students classroom library expectations.</p>
<p>Name/Room: School: Gr.: Coaching Method: Purpose:  Next Steps:</p>	<p>Name/Room: School: Gr.: Coaching Method: Purpose:  Next Steps:</p>	<p>Name/Room: Shaw, T / Rm 3 School: MLK Gr.: 3 Coaching Method: ED Purpose: To examine running records to determine teaching points based on student needs</p> <p>Next Steps: ED to collaboratively choose books and plan a guided reading lesson based on student needs.</p>	<p>Name/Room: School: Gr.: Coaching Method: Purpose:  Next Steps:</p>	<p>Name/Room: Shaw, T / Rm 3 School: MLK Gr.: 3 Coaching Method: ED Purpose: To collaboratively choose books and plan a guided reading lesson.</p> <p>Next Steps: Teacher and coach collaboratively teach the lesson</p>

Tip: Determine and record next steps to give direction to the coaching work in progress.

COMMITTEE WORK/ MEETING	COMMITTEE WORK/ MEETINGS	COMMITTEE WORK/ MEETINGS	COMMITTEE WORK/ MEETINGS	COMMITTEE WORK/ MEETINGS
Location: Goal: Outcome: Next Steps:	Literacy Action Plan Committee 8:30-9:30 Location: Board of Education Office Goal: To reflect on the action plan for the current school year and create goals for the next year. Outcome: Action Plan for 2007- 2008 Next Steps: Share action plan with coaches in other buildings.	Location: Goal: Outcome: Next Steps:  These notes are organized into three sections to help keep the meeting focused and ensure that the group is moving forward with their work.	Location: Goal: Outcome: Next Steps:	District-Wide Coaching Meeting from 1:00-3:00. Location: Middle School Conference Room Goal: Determine professional development needs for coaches. Outcome: 3 full day PD session over the summer Next Steps: Attend coaching PD
ADDITIONAL WORK	ADDITIONAL WORK	ADDITIONAL WORK	ADDITIONAL WORK	ADDITIONAL WORK
Gather resources for a study group session for grades 2 and 3 on assessment for guided reading.	- Plan study group sessions and create materials. - Gather articles on phonemic awareness for upcoming book club with first grade teachers.	Brainstorm a list of topics for additional coaching professional development to be shared at Friday meeting. .	Facilitate study group sessions for grades 2 and 3 on assessment for guided reading. Grade 2 9:00-11:00 Grade 3 12:30-2:30	

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Use this section to record the additional work.  
This may include gathering resources, planning  
and facilitating professional development  
sessions, conducting research, attending  
professional development, etc...