

The Three Steps of the Coaching Cycle™ Applied to the Word Identification Strategy

Step 1: Identify

1. The teacher gets a clear picture of the current reality.
 - The teacher and coach read the entire manual and plan for implementation including how to record student practices.
 - The teacher administers the Pretests to students
2. The coach and teacher review the Pretest results, standardized reading test results, and standards for vocabulary learning.
3. The teacher and coach to set a goal(s) for the teacher.
 - The teacher identifies teacher-focused goal(s) and student-focused goal(s)
 - The teacher sets goal dates for completion of instructional stages
4. The coach supplies information about how this strategy varies from other decoding strategies.

Step 2: Learn

1. The coach helps the teacher with logistics for using the program
 - Selecting leveled reading materials
 - Setting up Student Folders
 - Setting up locations for printed materials, Student Folders, handing in products, returning scored products
 - Creating a routine for scoring student work and checking oral-reading checks during class
2. The teacher sets a date to start implementing.
3. The coach offers to model a lesson.
4. The teacher shares modeling with the coach.
5. The teacher and coach practice modeling for each other.
6. The coach and teacher discuss the checklist and which parts to address.
 - See the Word Identification Checklist.
 - The coach and teacher negotiate adaptation of the checklist.

Step 3: Improve

1. The teacher implements the program with students.
2. The coach observes the teacher and views student products to support teacher in instructional decisions.
3. The teacher videos self while teaching the strategy, reflects on their own performance.
4. Data are gathered related to the identified goals.
 - All Pre-, Post-tests and products are stored in Student Folders after being scored.
 - Teacher provides feedback to students to improve student implementation and generalization
5. Coach and teacher meet to discuss implementation and product data and progress toward the goal(s).
6. The teacher makes modifications, and observations and meetings continue until the goal(s) are met.