

# COACHING TOWARD A TARGET

Productive, Effective, Focused Teaching and Learning

## 1 | CHECK CALENDAR FOR APPOINTMENTS.

## 2 | PREPARE (30 seconds)

- Review your conferring notes for the student's strengths and strategy focus.

## 3 | OBSERVE AND SHOW (1 minute)

- *"[Student], please read so I can listen in; then tell me about yourself as a reader."*  
Observe the student. Is he or she applying the skill/strategy taught or reinforced last time you met?  
What is the student doing well with his or her strategy/skill application?
- *"How are you progressing with learning and using the strategy \_\_\_\_?"*
- *"How do you know? Show me."*

## 4 | REINFORCE AND TEACH (1 minute)

- *"I noticed \_\_\_\_\_ ; what did you notice?"*  
Verbally share with student your observations of what he or she was doing well.
- *"Today we are going to work on \_\_\_\_\_."*  
Restate the goal/strategy and why and how it will help the student become a better reader.
- *"When you are able to do \_\_\_\_\_, you will know you are learning the strategy and using it in your reading."*  
Provide guidance on how to improve the strategy use by
  - explicitly explaining,
  - modeling,
  - thinking aloud, and
  - offering advice.

## 5 | PRACTICE (1 minute)

- *"Now it is your turn. You show me how to . . ."*  
Ask the student to practice the skill/strategy while you listen in.

## 6 | PLAN (30 seconds)

- *"This is what I am hearing, and because of that, this may be our next step."*  
Based on today's teaching and learning, decide and agree together what the next step will be.  
It isn't uncommon for students to need continued practice with the previous strategy.

## 7 | ENCOURAGE (15 seconds)

- Prompt student to continue practicing the skill taught or reinforced today.

For examples and guidance to explain the success of each strategy, refer to the Ready Reference Guide, bookmark, and/or assessment for each strategy.

The times above serve as guidelines, and though it isn't necessary to strictly adhere to them, they will give you a general idea so you can keep your conferences focused and brief. Each step above may be shorter or longer, depending on what the child is doing that day and where you are in the gradual release of teaching the skills or strategies to the student.

Remember that brief, focused conferences that occur frequently are considerably more beneficial than sporadic, lengthy ones.