

### **Scenario 1: Coaching Continuum**

During an AP1 data review meeting with the 7<sup>th</sup> grade ELA team at Monroe Middle School, the teachers are quick to identify what they need to do to focus more attention on a particular skill area for students who are struggling. You notice that none of the ideas focus on grouping or differentiated instruction. What do you do? Where does your response fall upon the Continuum of Coaching?

Upon further review of the data, what needs have you as the literacy coach identified? What is your plan of action? Where does your response fall upon the Continuum of Coaching?

### **Scenario 2: Coaching Continuum**

As a literacy coach assigned to Hillside Middle School, you have been asked to work with a beginning year 8<sup>th</sup> grade teacher who is teaching an intensive reading class. You schedule a meeting to work with the teacher after AP 1 FAIR-FS data has been reported. The teacher shares that he believes all of the students in his third period students are beyond help. What do you do? Where does your response fall upon the Continuum of Coaching?

### **Scenario 3: Coaching Continuum**

You have continued to work with the 8<sup>th</sup> grade reading teacher from scenario two throughout the first half of the school year. The teacher has attended a training on universal design for learning (UDL). You have also modeled a lesson for the teacher and spent time observing in his classroom. The teacher does not appear to be implementing any UDL strategies and continues to rely primarily upon whole group direct instruction. You are meeting today to review AP 2 FAIR-FS data for his third period intensive reading class. What will your next steps be? Where does your response fall upon the Continuum of Coaching?

### **Scenario 4: Coaching Continuum**

A middle school Science teacher who also teaches students from the intensive reading class found in scenario two and three asks you to observe her morning lesson. She reports that she has several students with failing grades. She wants to help all of her students be successful, but doesn't know what to do. How can you use the FAIR-FS data from scenario three to help this teacher plan to meet the needs of all students? What will your plan of action be? Where does your response fall upon the Continuum of Coaching?