

<p>Level 1: Building Relationships (Informal/Less Intense)</p>	<p>Level 2: Analyzing Practice (Semi-Formal/Slightly More Intense)</p>	<p>Level 3: Transforming Practice & Making Teaching Public (Formal/Intense)</p>
<ul style="list-style-type: none"> • Having conversations with colleagues (getting to know one another, identifying issues or needs, setting goals, problem solving) • Establishing schedules for meeting with groups of teachers and individuals • Establishing norms for collaboration and conversation • Developing and providing materials for or with colleagues • Developing curriculum with colleagues • Participating in professional development activities with colleagues (conferences, workshops) • Leading or participating in study groups • Assisting with assessment of students • Instructing students to learn about their strengths and needs 	<ul style="list-style-type: none"> • Having conversations with individual colleagues about teaching, learning, and literacy (analyzing data, lessons) • Co-planning lessons • Revisiting norms for collaboration and making certain they facilitate group work • Introducing discussion-based protocols to assist in the analysis of student work, the holding of group conversations about student/teacher work, and so on, which require higher degrees of trust • Holding team meetings (grade level, data, department) • Analyzing student work to assist teachers in planning instruction • Analyzing and interpreting assessment data (helping teachers use results for instructional decision making) 	<ul style="list-style-type: none"> • Having conversations focusing on co-planning, co-teaching, and teaching dilemmas • Modeling and discussing lessons • Co-teaching lessons • Expanding the range of discussion-based protocols used, including those that require higher degrees of risk/trust and surface assumptions related to issues of equity and social justice • Helping individuals and groups design their own discussion-based protocols and collaboration routines • Visiting classrooms and providing feedback to teachers as part of the planning/observation/debrief cycle • Conducting individual and group analysis of videotaped lessons of teachers

<ul style="list-style-type: none"> • Coaching on-the-fly (having unscheduled, brief meetings with teachers that provide opportunities for additional coaching) 	<ul style="list-style-type: none"> • Making presentations at professional development meetings • Assisting with online professional development 	<ul style="list-style-type: none"> • Engaging in lesson study with teachers • Participating in and leading professional learning communities • Providing support to teachers as a result of teacher performance evaluation outcomes • Involvement in efforts to improve school literacy programs • Facilitating school-community partnership work
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Figure 1.2: Coaching activities (Levels of Intensity) of specialized literacy professionals.

Adapted from the following three sources: R. M. Bean, 2004; International Literacy Association, 2015; J. Ippolito, 2013.