



# Study Guide

## *Cultivating Coaching Mindsets: An Action Guide for Literacy Leaders*

**Rita M. Bean & Jacy Ippolito**

This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular chapter. This guide is designed to help you reflect on and apply the ideas presented in *Cultivating Coaching Mindsets*, and is a useful companion piece for individuals, small groups, or an entire faculty. Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

Chapter 1

**Remodeling Schools for Effective Literacy Learning: The Case for Coaching**

1. What does the text state are the two main purposes of the book?
2. What fundamental similarity do all coaches share?
3. Describe the two basic beliefs about coaching.
4. According to a survey, what percentage of literacy coaches (who responded to the survey) held master’s degrees? What percentage were certified as reading specialists?
5. Explain the four basic tenets for thinking and working like a coach.

<b>Individuals/Systems</b>	
<b>Mindsets</b>	
<b>Differentiating</b>	
<b>Culture</b>	

## Chapter 2

### **Cultivating Coaching Mindsets: Ways of Thinking and Working Like a Coach**

1. List and describe the four frames of mind successful coaches employ.
2. Differentiate between management and leadership.
3. What does the text mean by, “leading for adult learning”?
4. Why is it a good idea to balance between responsive and a directive coaching, rather than favoring one over the other?
5. What is “design thinking” and how is it beneficial to literacy coaching?
6. How are literacy coaches in a strong position to act as advocates, and what are some of the things they should be advocating for?

## Chapter 3

### **Coaching for Student Success: What 21<sup>st</sup> Century Literacy Leaders Need to Know**

1. Summarize the “five big ideas” for translating high-level standards into curriculum.
2. What are the two ways of thinking about highly effective literacy instruction mentioned in the text?
3. Of the hypotheses suggested in the text, with which do you agree? With which do you disagree?
4. Describe some of the societal factors that have shifted literacy education.
5. How has the advent of technology changed literacy educational practices, and in what ways should literacy coaches support teachers’ use of technology?

## Chapter 4

### **Analyzing and Shaping School Culture: All Systems Go!**

1. Define culture, and discuss the “three distinct levels of culture,” as described in the text.
2. Why is it important that coaches “develop an understanding of the ever-shifting culture in a school and the meaningful role of leadership as critical to creating organizational or systemic change”?
3. What are the two constructs that influence organizational culture?
4. Identify and describe the four important components of any effort to improve student literacy learning.
5. Explain the concept of “teachership” mentioned in the text.

**Overview: Ways of Working with Teachers**

1. The text describes three specific ways in which coaches can facilitate conversations with teachers. Explain them in the chart below.

<b>Be an Active Listener</b>	
<b>Be Aware of Your Nonverbal Communication</b>	
<b>Use Effective Questioning Techniques</b>	

2. Why is it important that discussion-based protocols relate to the specific needs and interests of that particular school?
  
  
  
  
  
  
  
  
  
  
3. What are the two important questions “that identify whether teachers will engage in [the coaching process] in a deep and meaningful way”?
  
  
  
  
  
  
  
  
  
  
4. Give an example of a high-leverage coaching activity.

## Chapter 6

### **Working with Individual Teachers to Analyze and Transform Instructional Practices**

1. How is coaching in schools similar to coaching sports, and how is it different?
2. Describe the four guidelines for modeling.
3. In what ways can co-teaching be a useful coaching tool?
4. Why is it necessary to observe teachers as they work with students?
5. List and explain the four steps in the observation cycle.

## Chapter 7

### **Working with Groups to Establish Schools as Places of Learning**

1. What are some of the benefits of coaching groups rather than individual teachers?
2. The text describes a number of basic principles for working with groups. Explain and give an example for each.
3. Differentiate between “task actions” and “maintenance actions” in regard to small group coaching.
4. What are the “three big ideas that represent the core principles of PLCs”?
5. Reflect: Have you had any experience with PLCs, and if so what did you get out of it? If not, how might you introduce the concept in your own school?



Chapter 8

**Assessment as a Guide for Student Literacy Learning and School Improvement**

1. Define assessment, and identify the two broad purposes that it serves.

2. What are some of the pros and cons of large-scale testing?

Pros	Cons

3. Why should literacy coaches and leaders help teachers develop the capacity to understand and use data?

4. Explain the benefits of teaching students to self-assess and set their own learning goals.

5. How might your school improve its assessment culture?

## Chapter 9

### **Developing, Implementing, and Sustaining School-Wide Literacy Programs**

1. Why is the development of a professional learning plan important for literacy leaders?
2. The text describes four scenarios of school-wide tasks that could involve literacy leaders. Choose one of the tasks, and explain how you would handle it.
3. Explain the key notions for the development of a literacy leadership team.
4. List and describe the three data collection tools available to schools.
5. Why is implementation not a short-term effort? Discuss some strategies for sustaining a literacy plan long-term.

## Chapter 10

### **Working with Families and Communities**

1. List and describe the six general categories of parental involvement.
2. What are some ways in which literacy leaders can help develop a school-wide (and district-wide) diversity friendly climate?
3. Which strategies have you used for communicating with the families of your students? Which worked best? Which worst?
4. Describe ways in which literacy leaders can partner with the community to enhance their students educational access.

## Chapter 11

### **The Literacy Leader as Lifelong Learner**

1. What is the difference between “heroic leadership” and “post-heroic leadership,” and why is “post-heroic leadership” more effective in transforming schools?
2. In order for literacy leaders to “wield their expertise deftly,” what two mindsets should they be operating under?
3. List and describe the seven domains of knowledge most relevant for literacy leaders.
4. Reflecting on your own practices, give examples of ways in which you have acted as a leader, a facilitator, a designer, and an advocate.