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**Instructional Coaching in Action: An Integrated Approach That Transforms Thinking, Practice, and Schools, ASCD, 2017.** By Ellen B. Eisenberg, Bruce P. Eisenberg, Elliott A. Medrich, and Ivan Charner.

As ASCD describes it, "Unlike "fix-it" strategies that targeted teachers are likely to resist, educator-centered instructional coaching—ECIC—offers respectful coaching for professionals within their schoolwide community. Evidence-based results across all content areas, authentic practices for data collection and analysis, along with nonevaluative, confidential collaboration offer a productive and promising path to teacher development. Coaches and teachers implement ECIC through a before-during-after—BDA—cycle that includes comprehensive planning between coach and teacher; classroom visitation and data collection; and debriefing and reflection.

- **Coaching Approaches & Perspectives, Corwin Press, 2009.** Jim Knight, Editor.

As Corwin Press tells us, "This fresh, new resource brings together the voices of recognized experts in the field—including Joellen Killion, Cathy A. Toll, Jane Ellison, Jane A. G. Kise, Karla Reiss, Lucy West, and Jim Knight—to present unique approaches for coaching teachers and leaders."

- **Literacy Instruction for Adolescents: Research-Based Practice, Guilford Press, 2009.** By Karen D. Wood PhD and William E. Blanton.

This professional resource and text shows how the latest research in adolescent literacy can be translated into effective practice in middle and high school classrooms. Topics addressed include comprehension, content-area literacy, differentiated instruction, gender differences in literacy learning, and English language learners. Ellen Eisenberg, PIIC Executive Director and Rita M. Bean of the University of Pittsburgh co-authored a chapter in this book entitled "Literacy Coaching in Middle and High Schools." Click [here](#) to read the chapter.

- **The Fundamentals of Literacy Coaching, ASCD, 2008.** By Amy Sandvold and Maleou Baxter.

This book contains strategies for effective literacy coaching of teachers in districts and schools. Whether it's your job to start a literacy coaching initiative or to be an effective literacy coach to your colleagues, this guide has all the steps and strategies you need.

- **Reframing Teacher Leadership to Improve Your School, ASCD, 2008.** By Douglas B. Reeves.

Explore cutting edge research findings and practical research applications to improve student achievement and educational equality.

- **Developing a Partnership Agreement Between a Coach and a Principal, NSDC, December 2006/January 2007.**

An NSDC Tool from *Teachers Teaching Teachers*, this article explains how a coach and a principal can develop a set of agreements to guide their work in a school.

<http://www.nsd.org/news/articleDetails.cfm?articleID=1373>

- **Differentiated Literacy Coaching – Scaffolding for Student and Teacher Success, ASCD, December 2007.** By Mary Catherine Moran, Senior Literacy Specialist at the State University of New York College at Oneonta.

“The heart of the book is an exploration of the Literacy Coaching Continuum, a series of professional learning formats that coaches can use singularly or in combination to design and deliver the most effective, most appropriate support.”

- **Culturally Proficient Coaching - Supporting Educators to Create Equitable Schools, Corwin Press, 2007.** By Delores B. Lindsey, Richard S. Martinez, and Randall B. Lindsey, with a foreword by Robert J. Garmston.

"This straightforward guide integrates the Five Essential Elements of Cultural Proficiency with the five States of Mind of Cognitive Coaching to arm educators with the tools necessary to close the achievement gap. It offers a practical strategy for being mindfully attuned to—and leveraging—cultural diversity to optimize student learning."

- **Implementing the No Child Left Behind Act: Using Student Engagement to Improve Adolescent Literacy, Learning Point Associates, 2007.**

Developed by the Learning Point Associates, this guide provides educators and policymakers with action options to improve adolescent literacy using the elements of student engagement in the areas of curriculum, instruction, assessment, and professional development.

<http://www2.learningpt.org/catalog/item.asp?SessionID=1064121004&productID=193>

- **Instructional Coaching, Issue Brief, September 2007.** By Julie Kowal and Lucy Steiner.

In this issue brief, the authors take a look at instructional coaching and elements to look for when selecting, preparing, and evaluating coaches for effectiveness.

<http://www.centerforcsri.org/files/CenterIssueBriefSept07Coaching.pdf>

- **Instructional Coaching-A Partnership Approach to Improving Instruction, Corwin Press, 2007.** By Jim Knight, a Research Associate at the University of Kansas Center for Research on Learning.

“This book, then, is about how to improve instruction, but it is also about how to improve school culture.” Jim Knight Chapters include: “Why Coaching?”; “What is the Partnership Philosophy?”; “Modeling, Observing, and Collaboratively Exploring Data”; “Focusing on the Big Four: Behavior, Content Knowledge, Direct Instruction, and Formative Assessment”; and “Coaches as Leaders of Change.”

- **Principal as Instructional Leader: Designing a Coaching Program That Fits, Issue Brief, September 2007.** By Julie Kowal and Lucy Steiner.

In this issue brief, the authors take a look at the role of the principal as an instructional leader, including activities such as assessing needs and goals, selecting a coaching strategy, and implementing and supporting the coaching program.

<http://www.centerforcsri.org/files/CenterIssueBriefSept07Principal.pdf>

- **Coaching Classroom Management, Pacific Northwest Publishing, 2006.** By Jim Knight, Randy Sprick, Wendy Reinke, and Tricia McKale.

Subtitled “A Toolkit for Administrators and Coaches,” this text examines the topic of coaching classroom management, offering strategies and tools for approaching this school-based need.

- **Differentiated Coaching-A Framework for Helping Teachers Change, Corwin Press, 2006.** By Jane A. G. Kise, EdD, an educational consultant specializing in teambuilding, coaching, and school staff development.

“If we are asking teachers to meet the needs of all students, we need to model with them how it is possible by meeting their needs as they engage in the difficult work of changing their classrooms.” Jane Kise.

- **Engaging Adolescent Learners: A Guide for Content-Area Teachers, Heinemann, 2006.** By ReLeah Cossett Lent.

Following a longtime career as a secondary teacher, ReLeah Cossett Lent is now a consultant, writing and speaking about adolescent literacy issues. "Steeped in research and chock-full of learning ideas with titles to support instruction, Engaging Adolescent Learners is a must-have for principals, teachers, and staff developers." - Cris Tovani, Author of I Read It, But I Don't Get It.

- **Instructional Coaching, The School Administrator, April 2006.** By Jim Knight.

Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning.

<http://www.aasa.org/SchoolAdministratorArticle.aspx?id=9584>

- **Taking the Lead - New Roles for Teachers and School-Based Coaches, NSDC, 2006.** By Joellen Killion and Cindy Harrison

This book explores the complex, multi-faceted roles played by teacher leaders and school-based coaches as well as examining district and school expectations, hiring practices, and deployment of these educators.

- **Reading Next: A Vision for Action and Research in Middle and High School Literacy, Alliance for Excellent Education, 2006.**

"This report...outline[s] 15 key elements of an effective literacy intervention, and call on public and private stakeholders to invest in the literacy of middle and high school students today, while simultaneously building the knowledge base."

[http://www.all4ed.org/publication\\_material/reports/reading\\_next](http://www.all4ed.org/publication_material/reports/reading_next)

- **Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools, Alliance for Excellent Education, 2006.**

"This report, commissioned by Carnegie Corporation of New York and published by the Alliance for Excellent Education, discusses eleven specific teaching techniques that research suggests will help improve the writing abilities of the country's 4th- to 12th-grade students."

[http://www.all4ed.org/publication\\_material/reports/writing\\_next](http://www.all4ed.org/publication_material/reports/writing_next)

- **Blended Coaching - Skills and Strategies to Support Principal Development, Corwin Press, 2005.** By Gary Bloom, Claire Castagna, Ellen Moir, and Betsy Warren

"... a comprehensive book that teaches us about the practice of coaching and the principalship! There are skills, strategies, tools, and stories of practicing leaders that can help a prospective leader grow and learn in this engagingly written book." - Ann Lieberman, Senior Scholar

- **The Literacy Coach's Survival Guide-Essential Questions and Practical Answers, The International Reading Association, Inc., 2005.** By Cathy A. Toll, Lead Consultant for Toll and Associates, a provider of support to literacy coaches and other educational leaders.

"By writing this book, I've become a kind of long-distance coach of coaches." Cathy Toll. Section titles include: "How Do I Promote Change?"; "What Does a Successful Literacy Coach Do?"; and "How Do I Coach in Difficult Situations?"

- **Instructional Coaches Make Progress Through Partnership, NSDC, 2004.** By Jim Knight.

Intensive support can improve teaching.

- **The Literacy Coach – A Key to Improving Teaching and Learning Secondary Schools, Alliance for Excellent Education, November 2003.** By Elizabeth G. Sturtevant

This article highlights the key role of literacy coaches in providing continuous and effective professional development for teachers, administrators, and key district-level personnel. Sturtevant discusses effective literacy strategies, program examples, and advocates the integration of literacy coaches as an essential aspect of programming on a national level.

[https://www.all4ed.org/publication\\_material/reports/literacy\\_coach](https://www.all4ed.org/publication_material/reports/literacy_coach)

- **Perspectives on Policy and Practice: Supporting Adolescent Literacy Across the Content Areas, Brown University, 2001.** By Julie Meltzer, Center for Resource Management, and Sidney Okashige, The Education Alliance at Brown University.

In this brief, Metzler and Okashige discuss the Adolescent Literacy Support Framework, a research-based framework that offers a comprehensive approach to effectively support adolescent literacy development.

<http://www.alliance.brown.edu/pubs/perspectives/adlitcontent.pdf>

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