A Problem-Solving Model for Literacy Coaching Practice

Cathy A. Toll

> Coaching is more effective when literacy coaches plan how they and their teacher partners will collaborate.

Marilyn Jones (all names are pseudonyms) is a literacy coach who approaches her job with gusto, eager to connect with her teacher partners and to make a difference for the students in her school. Yesterday, she began her morning at Washington Elementary School by strolling through the intermediate wing of the building before the students arrived. She stopped and chatted with a fifth-grade teacher about his progress in helping students read current news items closely and understand the perspective of the author. She celebrated with him his success in teaching close reading practices to some students and commiserated with him about the challenge of forming text-dependent questions. She made a mental note to try to find some resources to help him. Marilyn then stopped into the classroom of a leader of the fourth-grade professional learning team to confirm the schedule for the team meeting that week. While walking down the hallway, Marilyn was stopped by another fourth-grade teacher, who asked her to suggest a piece of children's literature that related to the unit on state history. Marilyn made a note to get back to the teacher on that one.

The school day began, and Marilyn spent time in the classroom of a teacher new to the building, noting that her guided reading lesson was without focus and that several students appeared to be wasting time in the listening center. Marilyn pushed aside her feelings of failure, given that she had modeled guided reading and co-planned several lessons with this teacher.

Marilyn's next stop was the principal's office, where she and her supervisor discussed progress in meeting her own goals and he requested that she spend time in the kindergarten classrooms to make sure that the teachers were providing adequate instruction in phonemic awareness. The principal also asked Marilyn to represent him at a district curriculum committee meeting and reminded her that she promised to speak about assessment at the PTO meeting the following week.

Marilyn moved to the primary wing of the school and spent time in each kindergarten classroom, noting a range of literacy instructional practices and pondering whether it is best to let each teacher do her own thing or to require consistency. She then went to her office to make final preparations for demonstration lessons that she would be doing in third-grade classrooms that afternoon. However, her preparation time was interrupted by two students sent from a first-grade classroom to show her their self-published books and to ask her to listen as they read to her. She enjoyed the time with these children but eyed the clock because she knew they were using half of the 30 minutes she had allotted to get ready for the demonstration lessons.

Marilyn ate lunch at her computer so she could check her e-mails, then headed down the hall to the third-grade classrooms, where she spent most of the afternoon demonstrating vocabulary instructional strategies. As the school day ended, Marilyn joined the building's RTI team to discuss how to help interventionists with Tier 2 instruction. Marilyn remarked twice about the view of literacy that was represented in the computerized intervention program, but she did not feel that her remarks were helpful to the conversation.

Many coaches are like Marilyn. They work extraordinarily hard, often responding to whatever is in front of them at the moment. Their work is often unfocused, as each day they visit classrooms, engage in conversations with teachers, locate resources,

Cathy A. Toll is the chair and Graduate Program coordinator in the Department of Literacy & Language at the University of Wisconsin–Oshkosh, USA; e-mail tollc@uwosh.edu.

provide demonstration lessons, conference with administrators, and then go home exhausted only to do it all over again the next day. Many coaches also lack a sense of direction for the work they are doing. They want to help teachers become more effective in improving student achievement, but how they accomplish this goal is a bit vague. These coaches are like travelers who set out without a map: they know their general direction but often find themselves wandering.

A problem-solving model helps coaches focus their work and direct their actions toward desired outcomes. I have developed a model that works well for coaches. Before I introduce it, however, I will present two popular models of teacher problem solving and explain why they are not effective approaches to coaching.

The Typical Approach to Teacher Problem Solving

Teachers are practical people. When a problem arises in their classrooms, they quickly solve it. If a teacher notices that the classroom is too warm, she will decide to open a window. Problem solved. If another teacher observes that a student is being omitted from a small-group discussion, he may decide to try joining the group and asking a question that that student is sure to want to answer. With most everyday classroom problems, trying a quick solution is practical, given how many decisions a teacher must make in any given day (Borko & Shavelson, 1990). If the solution works, teachers quickly move on. If the first solution does not work, teachers decide to try another one. If the second solution works, great; if it doesn't, teachers will try again. This process of trial and error continues until the problem is solved. Figure 1 illustrates this approach.

There is one area in which a quick problem-solving approach is not wise. When students are not learning as we wish, using a trial-and-error approach is not a good idea. The complexity of students, learning, and teaching means that teachers are often unsuccessful with a quick solution thought up on the spot, and thus, they may have to make multiple attempts before they find a way to help. For instance, a fifth-grade teacher worked

with a student who has not been reading his science textbook when given time to do so in class. She decided to try pairing the student with a classmate to "buddy read" the textbook assignment, but she found that didn't help. She then decided to develop a study guide for the following chapter in the textbook, but the student did not follow the study guide.

Next, the teacher tried having the student listen to an audio recording of the chapter, but the student did not appear to pay attention when asked to listen to it. By the time of this third unsuccessful attempt, three months had passed! Our students cannot afford to be unengaged and failing to make progress for that long.
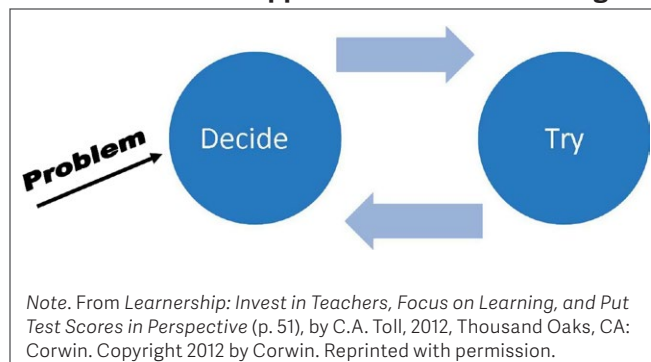
When literacy coaches' collaboration with teachers takes a trial-and-error approach to student learning, coaches add their ideas to the mix when teachers decide to try something. Now, the old adage that two heads are better than one applies here; when teachers work with a coach, the additional ideas from the coach can lead to a solution more quickly. However, with the trial-and-error model, teachers and coaches are still relying on their best guesses in trying to solve problems of student learning and engagement, and that approach often takes too long. To return to the metaphor of a traveler, a person using this approach is setting out on a journey by asking one or more other people to guess the right direction. Those others may help, but sometimes they, too, are unsure which way the traveler should go.

PAUSE AND PONDER

- What are the ways that literacy coaches help teachers solve problems?

- How can literacy coaching effectively respond to teachers' needs and challenges?

- What are some ways that the coaching process empowers teachers?

Figure 1
The Trial-and-Error Approach to Problem Solving

Note. From *Learnership: Invest in Teachers, Focus on Learning, and Put Test Scores in Perspective* (p. 51), by C.A. Toll, 2012, Thousand Oaks, CA: Corwin. Copyright 2012 by Corwin. Reprinted with permission.

Policymakers' Approach to Problem Solving

A different approach to teacher problem solving is often advocated by policymakers and some school administrators. With this approach, teachers start by looking at data and then decide to try something different as a result of their data analysis. When teachers understand the data, they try something to improve it. If the data improve, teachers continue using their new approach; if the data do not improve, teachers decide to try something else, and so on until the goal of improved data is met. Figure 2 illustrates this approach. In some schools, this approach has been used with success (Means, Padilla, DeBarger, & Bakia, 2009; Protheroe, 2001). However, I have concerns about the sustainability of this approach for two reasons. First, this approach typically depends on asking teachers to *do* data rather than *think* data. Let me explain.

In schools where the model of problem solving starts with data, teachers typically gather for scheduled meetings in which data are presented and discussed. Sometimes, these meetings occur in a data room where teachers look at a data wall on which student assessment scores are recorded. Other times, teachers use time allocated for professional learning teams (Toll, 2012) or professional learning communities (Dufour, Dufour, & Eaker,

Figure 2
Teacher Problem Solving That Begins With Data

Note. From *Learnership: Invest in Teachers, Focus on Learning, and Put Test Scores in Perspective* (p. 53), by C.A. Toll, 2012, Thousand Oaks, CA: Corwin. Copyright 2012 by Corwin. Adapted with permission.

2008) to look at data and discuss their implications. In any of these cases, teachers' awareness of data occurs when they pause and attend to it, typically at weekly or monthly meetings, sometimes in special data rooms in the school and sometimes only with guidance from a data coach or administrator.

This approach to *doing* data reminds me of the approach to using technology in some schools, where student technology use is primarily in a computer lab. In these schools, teachers and students pause their daily activities to go to the lab, where time is allowed for students to *do* computers, whether by practicing keyboarding, playing games, or learning computer basics. Such an approach to technology use, and specifically to computer use, is nice but mostly an add-on to the everyday learning that occurs in those schools. In contrast, students in other schools have their own laptops or tablets or a bank of desktop computers in their classrooms, and they use these technology resources every day in an ongoing way. The computer technology in these schools is an essential tool for learning and would be missed terribly if it were no longer there.

The parallel with teacher use of data is this: When teachers stop their ongoing work to attend a meeting where data are presented and discussed, they are *doing* data, like the students who *do* computers in the lab. This is vastly different from teachers who *think* data by using data as a tool in a daily, ongoing basis. When teachers *think* data, they use data to make many of their instructional decisions throughout the day. Like the students who use laptops or tablets as tools for much of their learning, teachers who regularly use data—not waiting for a data meeting, but turning to their data every day for instructional decisions—struggle if they no longer have this important tool.

One concern, then, with the model of teacher decision making that starts with data is that data are not seen as tools for decision making but, rather, as the reason for teachers to make decisions. A second concern is that this emphasis on data fails to address teachers' motivations for problem solving and change. It would be surprising to find teachers who do their work because they want to make data-driven decisions; rather, teachers do their work because they care about children or are passionate about their subject area. To put data up front as the moving force in decision making or problem solving asks teachers to start with the tool rather than starting with what they care about deeply.
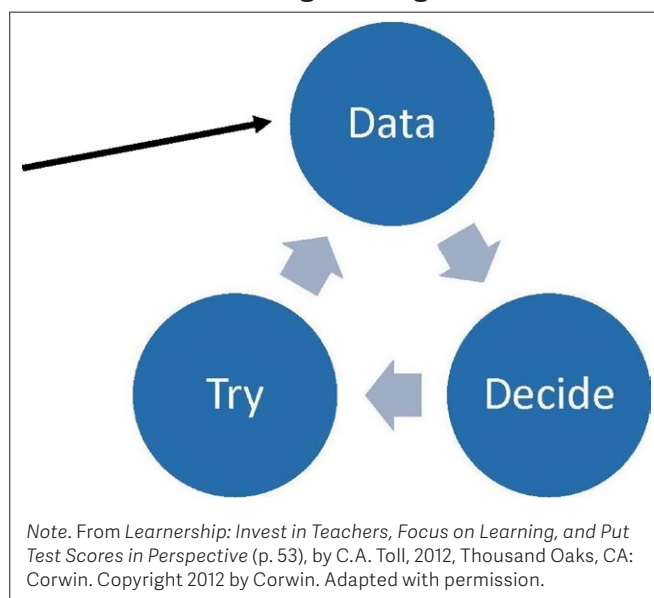
Pink (2011) addressed this matter when he identified the source of workplace motivation for most people as a drive for more autonomy, more mastery, or more purpose. The latter two seem especially applicable to teachers: Teachers want to get better at what they do, and they want to work toward a meaningful purpose, which is often to improve the learning and/or lives of their students. When teachers start with these motivating forces, they are much more likely to stick to a plan to make better decisions or solve problems.

Literacy coaches who start with data have a map for the decision-making journey. However, such coaches are like parents who set out on a trip to visit relatives when their adolescent children in the backseat are much more interested in going to a theme park. The trip could be a success, but it has a shaky start because the participants are not sure they want to go. Sometimes, the trip is sidetracked to meet the teenagers' other concerns, and other times, the trip is simply miserable. Often, families decide not to try it again. Similarly, when teachers and coaches begin with data, they may make progress, but teachers may become disengaged or the process may be so unmotivating that interest falls away completely. Other times, progress in making what is called a data-based decision becomes superficial, with teachers seeming to participate but then failing to continue with the process after the data event has passed.

A Problem-Solving Model That Works

These two approaches to teacher decision making or problem solving indicate factors to consider when developing a model of coaching that works. First, one needs to have a map of where to go rather than leaving the direction to chance. Second, it is fortuitous to start where teachers are interested in starting, with a topic that they care about and, often, one that they are motivated to address because they want to be more successful in meeting their goals for students. Third, one should find appropriate places to use data as a tool in the problem-solving cycle. Figure 3 illustrates a model that accomplishes these tasks and more (Toll, 2014).
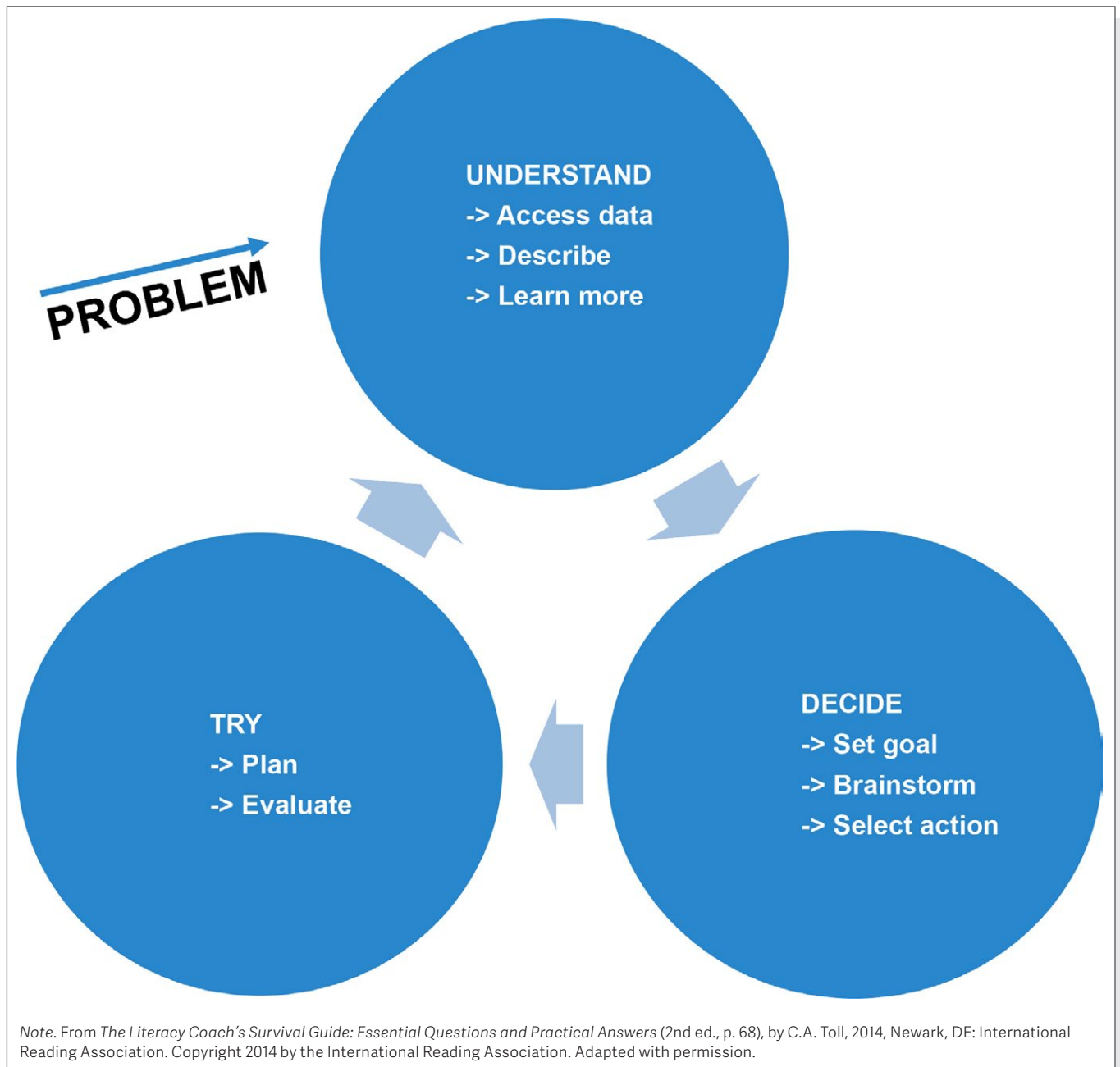
Problem Identification

This model of teacher problem solving begins with a problem: something that is getting in the way of a teacher's success. When people commit to working hard, it is often because they have identified a point of pain that they want to move beyond. For instance, a person who begins an exercise program may do so because she is embarrassed to be huffing and puffing when walking up the stairs at work or struggling to keep up with her 2-year-old grandchild. A person who spends the weekend cleaning the kitchen cupboards might do so because he is tired of being unable to find cooking utensils as he needs them. And someone who stops smoking might do so because coughing at night is keeping her awake. The point is that we make changes when we are experiencing a problem. The person who is happy, wealthy, attractive, and well organized has much less motivation to change!

So, an effective approach to literacy coaching is to help one's teacher partner identify a problem—a point of pain that the teacher would like to move beyond. Coaches can guide teachers in this process by asking, "When you think of the reading and writing you want your students to do and the teaching you want to do, what gets in the way?" After asking the question, coaches record teachers' responses, frequently encouraging their teacher partners to think of additional things getting in the way of their success, until teachers feel that the list is complete. Coaches then invite their partners to identify an item from the list to focus on in the first coaching cycle.

Sometimes, when teachers are new to the coaching conversation, they identify a problem that seems superficial to the coach. This occurred for Jim Mori, a coach who collaborated with a second-grade teacher to identify a problem for their coaching work. Jim and the teacher had been part of a study group in which the teacher had frequently expressed frustration about her students' lack of reading comprehension, and he had already learned from the teacher that she did not use formative assessments in making instructional decisions. He looked forward to their first coaching conversation because he was eager to help. However, when Jim asked the teacher to identify what was getting in the way of her success, she chose as her problem the fact that her morning literacy block was disrupted by recess and her students were slow to get settled after being on the playground. Jim is a savvy coach, though, and he knew that helping a teacher solve any problem, however superficial it may seem, develops a trusting relationship, demonstrates to the teacher that the process can help, and provides practice in using the coaching conversation to solve problems.

Figure 3
The Problem-Solving Model for Effective Coaching

UNDERSTAND
-> Access data
-> Describe
-> Learn more

PROBLEM

TRY
-> Plan
-> Evaluate

DECIDE
-> Set goal
-> Brainstorm
-> Select action

Note. From *The Literacy Coach's Survival Guide: Essential Questions and Practical Answers* (2nd ed., p. 68), by C.A. Toll, 2014, Newark, DE: International Reading Association. Copyright 2014 by the International Reading Association. Adapted with permission.

Jim helped the teacher decide to try some strategies for helping the children get settled after recess. Then, when they began another coaching cycle a few weeks later, the teacher identified a much more significant problem, and their coaching partnership has grown ever since.

Understanding

The next phase of the process is to understand the problem more deeply. Educators often jump from identifying a problem to deciding to try a solution, as modeled in Figure 1. The effective coaching model inserts an Understanding phase to help teachers

think carefully about the problem before deciding how it might be solved. This Understanding phase invites teachers to use data as well as description to gain insight about the problem.

A surprising body of research has indicated that humans are not very good at making data-driven decisions. We are much more likely to make decisions and then find data to support our decisions (Ariely, 2008). When coaches help teachers carefully consider a problem before deciding on a potential solution, they create a space for teachers' use of data as a tool for better understanding.

For instance, when a third-grade teacher identified as a problem that some of her students were guessing randomly at words when reading, literacy coach Laverne Smithfield spent time helping the teacher understand what was going on. Together, they looked at data from running records to understand the students' reading processes and interviewed the students using the Burke Reading Interview (Goodman, Watson, & Burke, 2005) to gain insight into the students' understanding of the reading process. By investigating what the students are doing when they read and what they believe about reading, the teacher came to understand that two of the students were focused on reading word by word without attending to meaning and the third student read for meaning but was overwhelmed by the difficulty of the texts he was given. This information positioned the teacher to make an informed decision about what to do differently to help the students improve.

Sometimes, coaches can help teachers understand a problem by describing it more carefully and perhaps by learning about it together. For instance, if a teacher struggles to implement an aspect of the curriculum, a coach might help the teacher to first describe what is difficult and to understand why that might be the case. Or, if a teacher is struggling to help students organize their writing, the teacher and coach might read a relevant article about writing instruction that addresses writing organization.

During the Understanding phase of the cycle, coaches might ask questions such as these:

- What does it look like when this problem occurs?
- What does it sound like when this problem occurs?
- How often does this problem happen in your classroom?
- How many/which students are involved?

- What are the students doing when this problem occurs?
- Does this problem occur throughout the day or only with certain subjects/class sections?
- Are there assessment data that help you understand this problem?
- Do you have colleagues who have addressed this problem successfully? If so, can we learn from them?
- What have you tried?

Deciding

After the problem is thoroughly understood, it is time to move to the third phase: deciding to try something different. The steps in this phase are goal setting, brainstorming solutions to the goal, and selecting one of the solutions to try. Coaches may be able to tell if it is time to move to this phase by asking, toward the end of the Understanding phase, "If this problem were solved, what would it be like?" Teachers who can answer this question are probably ready to state a goal. For example, a teacher may say that, if the problem of students failing to read assigned homework were solved, students would be able to discuss the assignment in class with depth and clarity. At this point, with a little help from the coach, the teacher may then develop a goal that students will read their assignments with understanding.

When the goal is identified, teachers and coaches are ready to brainstorm ways to reach it. At this point, coaches may want to remind their partners that brainstorming means producing as many ideas as possible without pausing to evaluate them. Savvy coaches will also be cautious about producing most or all of the possible ideas; if their partners are lacking in possibilities, or if they themselves lack ideas, coaches would be wise to engage in learning with their partners so that they both can produce more possible ways to meet the goal. This learning together may take the form of reading an article or book chapter together, examining some Web-based resources, or visiting classrooms of teachers who appear successful in meeting a similar goal.

For example, a sixth-grade teacher had students who struggled to comprehend the online resources they accessed for an inquiry project. She collaborated with Dev Bhatti, a literacy coach in her school, to understand this problem and concluded that sources such as Wikipedia were just too difficult for her students. She established a goal that her students would

find information for their inquiry projects from texts that they could comprehend well, and then she set about brainstorming with Dev how she might reach this goal. Their list wasn't long, though. They quickly thought about looking for materials in the school library and then felt stumped. Rather than go with their first idea, they decided to do some learning together. They searched the Internet and found two sites that provided articles on science and on topics in the news written at various levels of text complexity. They interviewed the school librarian and learned about current events magazines for children that the teacher could access digitally as well as a resource for identifying and borrowing materials from libraries throughout the region. They visited with another sixth-grade teacher who also had her students do inquiry projects and learned some of that teacher's strategies. And, together, they read articles in professional journals about matching students to text. This process of learning together took a month but produced a good group of options for the teacher to consider.

When a brainstormed list is produced, teachers then choose the approach they wish to try. A word of caution, however: Coaches sometimes find that their teacher partners make a choice that the coaches themselves would not, and they wonder if they should speak up. In general, it is best to let teachers give the choice a try because problems often have more than one solution and teachers usually know best what will work for them and their classroom. If, however, what is tried is not successful, coaches can help their teacher partners in learning from that attempt (see the next phase) and making an informed decision about another tactic to try.

Trying

The fourth phase of the coaching cycle is trying something different. Most literacy coaches are likely familiar with helping teachers plan to try something. Often, teachers and coaches together think about the steps to be taken and perhaps resources that will be required. This is exactly what needs to be done in this phase of the model.

However, there is another step in this phase, one that is often overlooked: planning to gauge success. Sometimes educators try something new and then move on with only a vague sense of how it went, based on gut feelings or attention to one or two students' reactions. In these cases, teachers evaluate something new by saying, "Oh, the kids loved it," or "It was a lot of work," but without really looking

carefully at what resulted. As an alternative, coaches can help teachers think about signs of success if their efforts are effective and then identify how they will determine if each sign of success has occurred.

For instance, literacy coach Tanya Jacobson collaborated with a teacher who had the goal of finding authentic audiences for which students could write to increase students' motivation to write well. Tanya helped the teacher identify three signs of success: (1) Students will organize their writing carefully, (2) students will proofread for conventions, and (3) students will write lengthier pieces. For the first indicator, the teacher planned to gauge success by using a rubric to evaluate students' writing organization, looking for an increase in scores from the current average of 2 points out of 5 to an average of 4 points out of 5. For the second, the teacher planned to gauge success by comparing students' rough drafts and best drafts for signs of attention to conventions. And for the third sign of success, the teacher planned to use the word count feature in the word processing program used by the students to graph the length of students' submissions at three points in the semester. In this way, a plan was developed to collect data to understand the effectiveness of what was tried.

Further Understanding, Deciding, and Trying

The coaching cycle continues for as long as needed to solve the problem. When something has been tried and data have been collected, coaches and teachers collaborate to understand the effectiveness of what was tried and consider whether the teacher will continue with it, tweak it, or do something different. Based on this analysis, teachers and coaches can decide to develop a new goal or select a new path to the former goal by selecting something else from the previously brainstormed list of ways to meet the goal. Then they can again plan to try something, collect data, and evaluate its usefulness.

For instance, a team of fifth-grade teachers and coach Roberto Hernandez collaborated to think about teaching vocabulary more effectively and developed a vocabulary notebook for all students to use across all subject areas. The teachers collected data after two months of using the notebook and then met with Roberto to examine the data. One set of data—a simple count of how many entries were in each student's notebook and which subject area the entries pertained to—showed that students were indeed using the notebook to record new vocabulary

in all four of their primary subject areas. However, a second piece of data—students' scores from quizzes about new vocabulary—showed a familiar pattern in which the same few students scored well and a few scored poorly, with the rest of the students in the middle. And a third set of data, in which teachers recorded student use of new vocabulary in either class discussions or writing assignments, showed that students' use of the vocabulary quickly faded one to two days after a term was introduced. The teachers' conclusion was that they had been successful in implementing the notebooks but the notebooks were not achieving the intended goals.

The discussion moved on to a consideration of what to try next. The teachers felt that the effort to develop the vocabulary notebooks and the students' attention to entering vocabulary terms was significant enough that they might want to continue with the notebooks but add components to their vocabulary instruction that would emphasize use of new vocabulary. They decided to put explicit mentions of specific vocabulary in their lesson plans, so they themselves would be reminded to demonstrate use of new terms, and to create in each of their classrooms a New Vocab Slab, which would be a dry-erase board on which students or teachers could record instances in which they encountered one of the new vocabulary terms in reading or listening (Taberski, 2010).

The teachers decided to use the assessment tools they had used for the initial implementation of vocabulary notebooks to assess the effectiveness of the modified approach in the second round. Thus, they continued the pattern of understanding, deciding, and trying until they felt satisfied that the problem was solved.

Effectiveness of the Problem-Solving Model

The model of problem solving illustrated in Figure 3 and described in the previous section is effective for several reasons:

- It begins with a problem getting in the way of teachers' success—something that teachers will want to resolve.
- It focuses on understanding the problem well before jumping to a decision about trying to solve the problem.
- It helps teachers make informed decisions based on their understanding and collect

additional data after trying something to decide whether to continue with the new practice.

- It uses data as a tool, not a starting place.
- It works well with groups of teachers collaborating in professional learning teams and with individual teachers.
- It helps more experienced and less experienced teachers enhance their capacity.
- It can be implemented by more experienced and less experienced literacy coaches.

This model requires more time up front than a trial-and-error approach, which can lead to an

---

TAKE ACTION!

If you are a coach who wants to implement the problem-solving model described in this article, you may want to take these actions:

1. Meet with your principal to discuss this approach to literacy coaching and why it makes sense to you.

2. Practice the steps in the model. Consider creating a study group with other literacy coaches in your district or region and partner to practice the phases of the cycle.

3. Explain to the teachers and other staff in your school the model you are implementing and why. You might do this at a faculty/staff meeting and include a brief video clip of yourself engaged in a coaching conversation with a colleague.

4. Implement the problem-solving model with one or two teachers to start, to develop your comfort and skill with it.

5. Introduce the model to all of the teachers with whom you work.

If you are a classroom teacher who wants to implement the problem-solving model in your coaching relationships, you may want to take these actions:

1. Discuss the ideas in this article with your coach partner.

2. Talk to your principal about how a problem-solving model could enhance your professional learning.

3. Ask your coach partner to try starting your next coaching conversation with the identification of a problem getting in your way.

4. Develop your own practice of understanding problems by looking at data and describing the situation before you move on to deciding to take action.

---

immediate possible solution. However, it saves time in the long run because the trial-and-error approach often requires multiple attempts before a satisfactory solution is found. In contrast, with the recommended problem-solving model, by the time teachers are ready to try something, they have been thorough in understanding the problem and thinking carefully about a goal and how to meet the goal; therefore, their first attempt is more likely to be successful. The model represents a case of going slow at first to go fast further on.

This model of teacher problem solving provides coaches with a map for their work. It gives coaches clarity about the direction of their conversations with teachers and provides an outline for how to gauge success and support continued improvement. It enables coaches to be responsive to teachers and to avoid feeling as though their work is without direction. When literacy coaches know where they are going, they can engage confidently with teacher partners to help them increase student success.

REFERENCES

Ariely, D. (2008). *Predictably irrational: The hidden forces that shape our decisions.* New York, NY: HarperCollins.

Borko, H., & Shavelson, R.J. (1990). Teacher decision making. In B.F. Jones & L. Idol (Eds.), *Dimensions of thinking and cognitive instruction* (pp. 311–346). Hillsdale, NJ: Erlbaum.

Dufour, R., Dufour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools.* Bloomington, IN: Solution Tree.

Goodman, Y.M., Watson, D.J., & Burke, C.L. (2005). *Reading miscue inventory: From evaluation to instruction* (2nd ed.). Katonah, NY: Richard C. Owen.

Means, B., Padilla, C., DeBarger, A., & Bakia, M. (2009). *Implementing data-informed decision making in schools: Teacher access, supports, and use.* Washington, DC: Office of Planning, Evaluation, and Policy Development, U.S. Department of Education.

Pink, D. (2011). *Drive: The surprising truth about what motivates us.* New York, NY: Riverhead.

Protheroe, N. (2001). Improving teaching and learning with data-based decisions: Asking the right questions and acting on the answers. *ERS Spectrum, 19*(3), 4–9.

Taberski, S. (2010). *Comprehension from the ground up: Simplified, sensible instruction for the K–3 reading workshop.* Portsmouth, NH: Heinemann.

Toll, C.A. (2012). *Learnership: Invest in teachers, focus on learning, and put test scores in perspective.* Thousand Oaks, CA: Corwin.

Toll, C.A. (2014). *The literacy coach's survival guide: Essential questions and practical answers* (2nd ed.). Newark, DE: International Reading Association.

MORE TO EXPLORE

- Calvert, L. (2016). *Moving from compliance to agency: What teachers need to make professional learning work.* Oxford, OH: Learning Forward and National Commission on Teaching and America's Future.

- Holladay, R., Sergi, B.M., Olson, C., & Tytel, M. (2015). *Radical inquiry coaching: Adaptive action for individual transformation.* Apache Junction, AZ: Gold Canyon.

- Knight, J. (2015). *Better conversations: Coaching ourselves and each other to be more credible, caring, and connected.* Thousand Oaks, CA: Corwin.

- Daniel Pink's TED Talk "The Puzzle of Motivation": www.ted.com/talks/dan_pink_on_motivation

- Resources on the Partnering to Learn website: www.partneringtolearn.com