

Rita Bean's Levels of Intensity for Instructional Coaching

Level 1 (informal; helps to develop relationships)

- Talking with colleagues (identifying issues or needs, setting goals, problem solving)
- Developing and providing materials for/with colleagues
- Developing curriculum with colleagues
- Participating in professional development activities with colleagues (conferences, workshops)
- Leading or participating in Study Groups
- Assisting with assessing students
- Instructing Students to learn about their strengths and needs

Level 2 (more formal, somewhat more intense; begins to look at areas of need and focus)

- Co-planning lessons
- Holding team meetings (grade level, reading teachers)
- Analyzing student work
- Interpreting assessment data (helping teachers use results for instructional decision making)
- Individual discussions with colleagues about teaching and learning
- Making professional development presentations for teachers

Level 3 (formal, more intense; may create some anxiety on part of teacher or coach)

- Modeling and discussing lessons
- Co-teaching lessons
- Visiting classrooms and providing feedback to teachers
- Analyzing videotape lessons of teachers
- Doing lesson study with teachers

Bean, R.M. (Spring, 2004). *Promoting Effective Literacy Instruction: The Challenge for Literacy Coaches*. The California Reader, 37(3), pp.58-63.

IU PIIC mentors work with instructional coaches to focus on increasing student engagement and improving student achievement through the implementation of the PLN framework and other evidence-based literacy strategies.