

# **Coaching for Success with Response to Intervention**

**Grades K-6**

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## **6 Key Components of the Workshop**

- 1. Build School-Wide Capacity with a Student-Centered Coaching Model**
  - Achieve the goal of differentiated instruction for all students within the Rtl framework
  - Share these techniques and lesson formats that infuse differentiation into daily practice with your colleagues to significantly impact the rate of student progress
  
- 2. Examine Six 'Side-by Side' Coaching Formats**
  - Work successfully alongside your teaching partners using these coaching formats that clearly delineate the roles and responsibilities of the classroom teacher and coach. See these formats in action in video clips
  - Effectively and efficiently co-plan and co-teach as you build teacher expertise within a gradual release model
  - Adopt the formats that ensure carry-over to daily practice
  
- 3. Maximize Your In-Class Coaching Efforts**
  - Establish a successful working model of responsive, differentiated instruction and extend the professional learning opportunities in your school
  - Use your time effectively by working with a core of teachers over a period of time, while maintaining awareness of the needs of students across the school
  - Examine scheduling options for targeted, intentional coaching that result in lasting understanding and application in the classroom
  
- 4. Establish a Continuum of Professional Learning Opportunities**
  - Extend the learning across the school within book studies, workshops, lesson planning, make and takes, grade level teams, literacy teams, Rtl data and intervention teams
  - Offer your colleagues a menu of professional learning options to best meet the needs and interests of adult learners

- 5. Support a Culture of Constructive Problem-Solving**
  - Gain participation of your colleagues with these motivating problem-solving formats that ensure every teacher has equal voice, while maintaining a common focus
  - Share a menu of possible instructional responses when students do not demonstrate adequate student progress
  
- 6. Overcome Common Adaptive Challenges in the Implementation of Rtl and Differentiated Practice**
  - Find out how other Rtl coaches have successfully responded to issues that arise during implementation regarding scheduling, teaching methods and materials, assessment and organization of intervention programs

Margo is the author of *Differentiating Reading Instruction for Success with Rtl* (Scholastic, 2011)