One of my greatest surprises in the transition from Cornerstone Literacy to Collaborative Classroom is that having a well-structured curriculum does not guarantee a robust reading and writing workshop implementation. I assumed the “road block” in my previous situation was that teachers had to write their own units and lessons. While I believe it is undeniable that our high-quality materials increase the likelihood that students will grow to reading and writing independence through this workshop model of learning, I admit to an ongoing inquiry into the role of professional learning and coaching in support of a strong Collaborative Literacy implementation.

Here are some of my inquiry questions:

- Given the same amount of professional learning support, why are some teachers more successful in their understanding and implementation of Collaborative Literacy than others? What factors are at play?
- How important are the educator’s beliefs about teaching and learning to the implementation of Collaborative Literacy?
- What conditions/factors create buy-in for a curriculum, especially when teachers have become used to the agency of writing their own lessons?
- What are the similarities and differences between working with students and working with adults? Why are these important to consider?
- What do school leaders need to know and take into account concerning adult change?
- How might student-centered coaching better support changes in teaching practice?
- How might a coaching cycle strengthen a Collaborative Literacy implementation?
- What are the essential elements of a coaching cycle that make it a practical, effective way to embed professional learning into a teaching practice? What is the role of lesson study? Video capturing?

These questions simmer in the context of my belief about instructional coaching—that partnership and collaboration among colleagues creates a pathway to successful change in teaching practice and student learning.

“All partnerships have the potential to be powerful when they bring together different types of expertise. The teacher-curriculum partnership is at its best when the distinct capabilities of each member are recognized and leveraged in support of student learning. Curriculum materials offer the teacher a high-level map of the domain and learning pathways within and around it. They also reflect the experiences of other teachers, classrooms, and students. Yet, their effectiveness depends on teachers using them and making appropriate adaptations in the process (Remillard, 2016, p. 37).”

At present, these questions energize my continued learning as a facilitator of professional learning. I know there are other colleagues in this journey and I wonder what are some of their burning questions?

*If you are also a coach supporting a Collaborative Literacy implementation, consider joining us in the forthcoming Coaching Network for 2018–19. Watch the webinar from the first session here, or learn about the entire series here.*