2.0 Introduction

The process of coaching is based upon evidence, gathered through various sources. Some of this data can be gathered through direct observation, student data, school data, and student work. All data points should be analyzed to determine areas of strength and next steps for teachers, instructional coaches, and school or district administrators. In this section we will focus on multiple ways in which data can be gathered along with a process for analysis of that data. We will learn a process for planning and delivery of coaching conferences, multiple formats, and organizational tips for tracking coaching conversations.

## What is the Coaching Process?

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| Step 1. Collect Data |
| From Direct Observation | From Other Sources: |
| Step 2. Analyze DataAnalysis is similar regardless the source of data |
| Step 3. Plan ConferencePlanning is similar regardless the source of data or type of conference |
| Step 4. Conduct Conference8 different places and times to conduct the conference |
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2.1 Collecting the Data

Step 1. What Data do I Collect?

With a partner read and discuss the definition, rationale, and tips for scripting. Highlight scripting tips you will you try in the future or list other tips you and your partner have.

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| Scripting of direct observations is one form of data…**Definition of Scripting:** The ability to capture with pen and pad what is happening. Scripting is a record of words and actions. Scripting is not note taking; it is a detailed record of the observation. There is no single, best way to script.**Rationale for Scripting:** Scripting allows coaches to have objective data to prepare for the conference, identify cause and effect relationships, and playback the scenario during the conference.**Tips for Scripting:**1. Find a position to see everything.
2. Organize the paper with a convenient format.
3. Record actual words and actions, don’t infer.
4. Abbreviate common nouns and verbs leaving out vowels and connecting words. Use symbols: T for teacher, S for student, C for choral response, TR for teacher roams, etc.
5. Focus on capturing verbs.
6. If lost, draw a blank line or simply record the time -- then start scripting again.
7. Diagram classroom before the lesson begins. This works really well in laboratory situations or classes with stations or centers.
8. Note number of students engaged or not engaged.
9. Need practice? Watch a sitcom and script it or compare and contrast your script with a colleague’s annotation.

Others: |

Activity: Watch a model of scripting. Write notes in the space provided below about what you see the observer doing.

Notes:

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Tips For Scripting Used:

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Activity: Listen to the list of words that will be read. Write down as many as you can.

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Activity: Listen to the list of phrases that will be read. Write down as many as you can.

1.

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Activity: View two five minute lessons. On blank paper, write down what you see the teacher

and students doing. Write down what you hear the teacher and students saying. Use at least one

of the Tips for Scripting you learned today. Afterwards, compare your script with a partner’s.

Discuss the differences between your first and second scripts.

Using student assessment data or other data from which to coach…

**Definition:** Use student data or other data – portfolios, aggregated checklists, standardized assessments, benchmark or common formative assessment, student work samples, aggregated teacher observation data – for coaching performance.

**Rationale:** Using data as a springboard for coaching helps keep individuals focused on results and assists with making a rational approach to improving individual performance.

Activity: Record your response to the following sentence frame below.

Types of data from my program include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2.2 Analyzing the Data

### Step 2. How do I Analyze the Data?

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| Definition of Data Analysis: The ability to read, analyze and label collected data from the observation using specific criteria.Rationale for Analyzing and Labeling Data: Taking the time to analyze and label data helps the coach to focus objectively and to see patterns that might otherwise be overlooked.Steps to Analyze and Label Data:1. Read the script or other data as soon as possible and fill in any gaps.
2. Determine how to analyzing for: effective practice, a list of instructional practices, evidence of program implementation, quality of program implementation, trends in performance.
3. Set up a color coding system for what you are looking for and start highlighting the data, a script or other.
4. Make quality judgments regarding actions scripted:

Mark + for an effective result -- good cause and effect relationship -- and/or consistent use of the practice. Do this on separate paper or the Quick Conference Form, not the script. *This may be a praise message.* Mark ▲ for evidence that needs to change, is inconsistent, incomplete or ineffective; there is not a good cause and effect relationship. Do this on separate paper or the Quick Conference Form, not the script. *This may be a corrective-reteach-reflective message.*Mark ? for real questions you have about the data, not veiled or leading questions. These are things that puzzle you and you do not have a preconceived notion about the cause of the results. *This may be a question to ask during the conference. Also see the handout section titled What Do I Not Say?*Tips: * Use different colors to label the script.
* Sort the data into piles that match your categories of effective, ineffective, or questions.
* In a spreadsheet color code your data using the same indicators in order to easily identify the components you want to focus on.
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| **Questions to Use in Analyzing Student or Other Teacher Data…**These questions are adapted from *Driven By Data* (2010) can be used by individuals or groups to dive into data results are more quantitative.1. How well did the group do as a whole?
2. What are the strengths? What strategies were used to get these results?
3. What are the weaknesses? What strategies were used, not used, or used less frequently to get these results?
4. How did the group do on old versus new information? Are they forgetting or improving on old material?
5. Who are the highest and lowest need performers?
6. Did ALL rate low in a particular area?
7. Were some data points harder to capture others?
8. Was one component helped by another component?
9. Are there indicators that clearly separate high and low performers?
10. Were there different results on different types of questions – open response vs. performance vs. multiple choice items?
11. In a multiple choice response was there and even spread or a distracter selected?
12. What is a goal to increase both reteach and enrichment activities for the individual group members?

Others: |

Activity: Select a script or set of data, go code the data for areas of strength, opportunities for growth. Begin to notate categories of evidence. Share with a partner.

Activity: Record your categories of evidence in the space provided below. Share with a partner.

How Do I Sort Data For Feedback?

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| Notes for feedback: |
| W |
| X |
| Y |
| Z |

2.3 Selecting the Objective for the Conference

2.4 Planning the Conference

### Step 3. How Do I Plan the Conference?

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| Definition of Planning the Conference: The ability to decide on and write a specific goal/s for the discussion with the person. The ability to plan and conduct a conversation in order to facilitate professional growth. Rationale for Planning the Conference: Setting a specific goal for the conversation keeps the coach focused on actions and data. Additionally, a focus on a clear goal helps the coach deal more effectively with interpersonal challenges that may occur. A thoughtfully planned conference increases the likelihood a coach stays focused on the reinforcement and/or refinement objectives and recall crucial steps during the actual conversation.Two Types of Conference Objectives: 1. + Praise Objective
* List the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_from the data. Note the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from script if you used scripting.
* Prioritize them. Which had the greatest impact on the learning or the program?
* Write objective/s: The teacher will... *(…state what was reinforced …provide examples of how to use in another lesson …state rationale for continued use of skill or topic …state benefits of using skill or topic.)*
1. ▲ Brainstorm Alternatives-Reteach-Enhancement Objective
* List all area/s of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Note evidence or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ evidence from script if script was used.
* Prioritize them. Which would have greatest impact on the students? Which would most improve implementation of the program?
* Is the person professionally, emotionally, and physically ready for this refinement or growth?
* Am I able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this skill or topic to this person with specific examples or modeling?
* Write the objective/s: The teacher will... *(…state skill to implement …list examples of skill to implement …rewrite lesson using skill or topic …list ways to implement the assessment or part of the assessment.)*
* Do not write notes directly onto the script.
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Activity: With a partner, use the scripts you analyzed, write *reinforcing* (+) and *for developing*

*alternatives, strengthening the impact, or teaching an element* (▲) objectives for a conference with the teacher. Write your objectives on the first part of the Quick Conference Form.

Activity: Use the script you analyzed and labeled, to plan a conference for the teacher. Develop at least one

Reinforcing an Element message AND either a Developing Alternatives for an Element, Strengthening the

Impact of an Element or Teaching an Element message. You may use the Quick Conference Form to

plan.

#### Quick Conference Form

|  |  |
| --- | --- |
| Coaching Message for Reinforcing a Skill or Concept1. 2. 3. 4. 5. |  |
| Transition Statement |  |
| Coaching Message for:1. 2. 3. 4.5. |  |

#### Quick Conference Form

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| --- | --- |
| Coaching Message for Reinforcing a Skill or Concept1. 2. 3. 4. 5. |  |
| Transition Statement |  |
| Coaching Message for:1. 2. 3. 4.5. |  |

Quick Coaching Form

|  |  |
| --- | --- |
| Coaching Message for Reinforcing a Skill or Concept1. 2. 3. 4. 5. |  |
| Transition Statement |  |
| Coaching Message for:1. 2. 3. 4.5. |  |

Quick Coaching Form

|  |  |
| --- | --- |
| Coaching Message for Reinforcing a Skill or Concept1. 2. 3. 4. 5. |  |
| Transition Statement |  |
| Coaching Message for:1. 2. 3. 4.5. |  |

Quick Conference Form

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objective for the Conference: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**+ Reinforcing Message:**

Evidence from script:

**▲ Developing Alternatives, Strengthening The Impact, or Teaching Message:**

Evidence from script:

Next observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.5 Theory Behind Differentiated Coaching Messages

#### Theory Behind Differentiated Coaching Messages?

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* 1. Conducting the Conference

**Step 4. How Do I Conduct the Conference?**

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| **Steps to Conduct Conference**1. Begin conference with the “Hi Line. Feel Fine. Outline,” (Garmston, 2005; 2009).
* Hi line. “Hi, where would you like us to sit?”
* Feel fine. Make a positive statement. The statement must be sincere and brief; avoid small talk. “I enjoyed observing you teach…Thanks for your time this afternoon.”
* Outline. Explain the purpose of the conference. Be clear and concise. “Today we are going to look at the script of your teaching and talk about things that you were doing that caused learning to occur, and some things you may want to think about to increase learning for your students.” Encourage participation and communication, “This is a dialogue -- a conversation, and we are going to be sharing thoughts and ideas. At the end, I’ll ask you to summarize our conversation.”
1. Select one or more of the Coaching Messages for the conference.

TIPS: * Have a colleague observe you delivering a coaching message. The objective of this peer observation is to have someone script you – what you say and how you deliver all the steps of the conference – and provide YOU feedback. This is an effective way to master the coaching messages.
* *Memorize the steps of each coaching messages* as you may need to “move between messages” during the actual coaching conversation. For example, if you use a reflective message and the person that is less reflective than you initially thought, you may need to switch to an instructional message.
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### What Are the Coaching Messages?

Adapted from Aguilar, 2013; Blanchard,1985; Bloom, Castagna, Moir, and Warren, 2005; and Hunter, 1980

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| ***Coaching Message for Reinforcing a Skill or Concept***  | **Direct Approach***Coach demonstrates ALL of the following attributes:*1. States teacher’s name to give an empowerment statement. (Who)
2. States element demonstrated from lesson. (What)
3. Provides evidence from script of how element was used. (How)
4. Explains the impact of this element on student learning. (Why)
5. Reminds teacher when to use element. (When)

**Reflective Approach***Coach demonstrates ALL of the following attributes:*1. Asks teacher how element of \_\_\_\_\_ was used in lesson. (What/How)
2. Verifies and uses teacher’s name to give an empowerment statement. (Who)
3. Asks teacher what impact this element has on student learning. Discusses and verifies. (Why)
4. Asks teacher how this element is used in other lessons or subject areas. Discusses and verifies. (When)
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| ***Coaching Message for Developing Alternatives for a Skill or Concept*** | **Direct Approach—Coach Generates Ideas***Coach demonstrates ALL of the following attributes:*1. States teacher’s name and asks how a specific element was used in lesson. (Who/What/How) Discusses, and verifies.
2. Provides example of how element could be used differently in current lesson, future lessons, or other subject areas. (How)
3. Discusses a rationale for various uses of element and finds out what example(s) teacher is willing to use. (Why)
4. Sets time to observe teacher using choice(s). (When)

**Reflective Approach—Teacher Generates Ideas***Coach demonstrates ALL of the following attributes:*1. States teacher’s name and asks how a specific element was used in lesson. (Who/What/How) Discusses, and verifies.
2. Discusses or asks teacher how element could be used differently in current lesson, future lessons, or other subject areas. (How)
3. Discusses a rationale for various uses of element and finds out what example(s) teacher is willing to use. (Why)
4. Sets time to observe teacher using choice(s). (When)
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| ***Coaching Message for Strengthening the Impact of a Skill or Concept*** | **Direct Approach** *Coach demonstrates ALL of the following attributes:*1. States teacher's name and element that was used in lesson. (Who/What)
2. Provides evidence from script of how element was used. (How)
3. States missing or needed attribute/s from element. (What)
4. Provides examples of how element should be used including all attributes. (How)
5. Explains the impact of this element of student learning. (Why)
6. Asks what choice/s teacher is willing to use and sets a time to observe teacher using choice/s. (When)

**Reflective Approach** *Coach demonstrates ALL of the following attributes:*1. States teacher’s name and asks how a specific element was used in lesson? Discuss and verify missing attributes. (Who/What)
2. Discusses examples of how element should be used including all attributes. (How)
3. Discusses or asks teacher why one should use element including all attributes. (Why)
4. Sets a time to observe teacher using choice/s. (When)
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| ***Coaching Message for Teaching a Skill or Concept*** | **Direct Approach***Coach demonstrates ALL of the following attributes:*1. States teacher’s name and element missing or needed in lesson. Uses evidence or lack of evidence from script as needed to demonstrate need for element. (Who/What)
2. States attributes of element and gives examples of how to use element. (How)
3. Explains the impact of this element of student learning (Why)
4. Asks what choice(s) teacher is willing to use and sets a time to observe teacher using choice(s). (When)
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| ***Directing Immediate Implementation of an Element*** | **Directing Immediate Implementation of an Element***Demonstrates ALL of the following attributes:*States teacher’s name, purpose of the conference and expectation for immediate change regarding an element. (Who/What)Provides documentation to illustrate the negative impact on student learning. (Why)States attributes of element and gives examples of how to use the element. (How)Provides the opportunity for the teacher to ask clarifying questions. (How)Checks for understanding, establishes a timeline implementation and consequences if the change is not made. (When)Gale, the outcome of this conference will be for you to immediately implement the element of communicates objectives to your students for every lesson. I have the attributes of communicating the objective written here for you to look at as we talk. The attributes are: 1. Aligns to district curriculum or curriculum maps; 2. Aligns to correct level of understanding required by the standards or objectives; 3. Displays the objective in student friendly language to inform students of what they need to know or be able to do; 4. Explicitly states or refers to the objectives during the lesson. You have participated in the initial workshop on this element and two workshops in how to write objectives. In these workshops, I have clearly stated that posting and communicating the objective is an expectation and requirement at this school, and you have demonstrated the ability to write instructional objectives. I have observed you and provided you with coaching on this element on four occasions as documented here in your coaching log. (Show teacher log with dates and notes.) The instructional coach has worked with you individually twice to help you write objectives for your lessons. During each of the past four observations, the objective was not posted nor stated. In all of these observed lessons, the level of rigor was at the remember level. We know from research that when students know what they are expected to know and be able to do by the end of the lesson, they are far more likely to stay on task and work toward attaining the objective. Beginning immediately, you will post an objective for each lesson. Each objective should have an observable verb connected to the rigor of the content you are teaching. For example, the objective for the last lesson I watched could have been, “Students will write two paragraphs using at least four literary devices to describe a family member.” You will communicate the objective at least three times during the lesson. I would recommend at the beginning as an introduction to the learning, during the lesson by saying something such as, “Remember, you are writing using literary devices today,” and again at the end of the lesson to remind students of what they have learned during the lesson. Do you have any questions about what is expected of you? (Listen and answer questions as asked.) To ensure that there is no misunderstanding, please summarize the expectations that I have communicated to you today. (Listen to summary.) I will be in your classroom on a daily basis beginning tomorrow. I expect to see your objectives posted and to hear you state or refer to them. If objectives are not part of your instruction, please know that further administrative action will follow. |

Note: For most teachers, the coaching messages provide the guidance and support necessary to change teaching practices. However, some teachers are unwilling or unable to make necessary instructional changes after a series of coaching messages. A different approach is needed when coaching alone does not work. ***Directing Immediate Implementation of an Element*** is one approach to use when coaching alone is not changing teacher practice. It is not a coaching message and it is not recommended for coaches who are not supervisors.

### What Do I Not Say?

During a conference, primarily ask questions directly from the coaching messages. Generally, steer clear of the following:

* **Why questions.** If you are not prepared to address or react to the response, do not ask the why question. There are no why questions listed in the Coaching Messages.
* **“How do you think/feel the lesson went?”** This prompt is only appropriate in the reflective coaching message – which are typically reserved for the most efficacious and highly-skilled individuals. Beware asking this question as sometimes you get an answer you do not want to hear. If you observe a scenario that was ineffective, then you ask how they thought the situation went and the person responds the event was “just fine” – then you’ve set yourself up to contradict the person from the start. Instead, simply start the conversation stating evidence. This puts the primary focus on data instead of feelings or opinions that may not have evidence to support them.

What Questions Do I Ask?

Occasionally – in order to gain further information or clarity -- you need to ask questions that are not in the coaching messages. These are not veiled or leading questions. These are honest, open-ended questions for which you do not have an answer. Here are a few appropriate questions:

* Do you mean \_\_\_\_\_?
* Are you saying \_\_\_\_\_?
* Are you suggesting \_\_\_\_\_?
* Would you explain your thinking?
* Do I understand you \_\_\_\_\_?
* Tell me more about…
* Explain what you mean by…
* If you do \_\_\_\_\_, what do you think will happen?
* What if you were to \_\_\_\_\_?
* Can you tell me how you did that?
* Can you be more specific?
* What specifically needs to be solved? What do you need to do?
* How can you find out?
* What use will you make of this information?
* Give me an example of what you mean?
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*
* 1. Coaching Formats

**Activity: In groups of four, read and teach the 8 Coaching Formats:**

1. **Each person selects two of the 8 Coaching Formats.**
2. **Read, study, and prepare a visual to teach your two formats to the group of four.**
3. **Take turns teaching the 8 Coaching Formats.**
4. **Group members take notes and draw the visual for each of the 8 Coaching Formats.**

When and Where Do I Coach?

### Eight Coaching Formats

*How do we bring to a conscious level the fact that you and I are using them [teaching skills] daily? You can’t transmit something that isn’t conscious, that’s simply intuitive. I know that when I used to train teachers directly I would say, “Let me take that reluctant group. Now watch what I do and then you do it.” And I found that teacher picked up all my bad habits, and missed what really made that lesson go because I had not articulated it.* – Madeline Hunter (1977)

There is more than one design or arrangement for providing the coaching. No one format is better than the other. In fact, all eight formats have a place and each may be appropriate in a given context. Experienced coaches with proficiency in all eight formats may be observed to respond to different individuals and their needs with a variety of coaching arrangements.

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| 1. Reflective Coaching
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| Process – What It Looks Like | Benefits and Limitations |
| 1. The coach observes and collects data for 15 to 30 minutes. Or, coach collects data from another source such as assessment results, teacher observation results, etc.
2. After the observation or collection of data, the coach analyzes and prepares a post conference.
3. The coach meets with individual to review and discuss the observed or collected data.
 | *Benefits:* * Collaboration between observer and person coached
* Individual self-reflects on his/her practice

*Limitations:** Requires time
* Observer needs to be prepared to offer reinforcement (+) and refinement/s (▲)
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| 1. In and Out Coaching
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| Process - What It Looks Like | Benefits and Limitations |
| 1. Two observers observe and collect data on the same teacher at the same time for 10 to 15 minutes.
2. After observing, observers step out of classroom and debrief observation to find one reinforcement (+) and one refinement (▲) the teacher could implement immediately.
3. One observer goes back into classroom and substitute teaches so the teacher can join the second observer outside of classroom to receive specific feedback.
4. Second observer coaches the teacher just outside the classroom. Then, after a 5-10 min. coaching session, the teacher returns to take over her class.
 | *Benefits:* * Teacher receives immediate and specific feedback
* Collaboration between two observers
* Focus is on small suggestions to support concepts previously taught to teacher

*Limitations:** Requires two observers
* Observers must be prepared to provide specific feedback immediately after the observation and be prepared to give relevant and meaningful ideas
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| 1. On the Spot or Whisper Coaching
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| Process – What It Looks Like | Benefits and Limitations |
| 1. Coach joins classroom teacher while classroom teacher is teaching a lesson for 5 to 15 minutes.
2. Coach positions him/herself close enough to teacher to whisper or talk softly to teacher.
3. During breaks in instruction – seatwork, stations, or independent practice -- coach provides suggestion/s to teacher.
4. Teacher implements suggestions and coach observes implementation.
 | *Benefits:* * Suggestions are immediately implemented and observed for effectiveness
* Focus is on small suggestions or refinements (▲) to support concepts previously taught to teacher

*Limitations:** There must be trust between observer and teacher
* Observer must be prepared to offer immediate, relevant, and meaningful suggestions to teacher
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| 1. Side by Side Coaching

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| Process - What It Looks Like | Benefits and Limitations |
| 1. Coach asks an effective teacher (Teacher A) to model specific instructional strategies and/or techniques.
2. Coach and Teacher B watch the effective Teacher A for 15 to 20 minutes. During the observation, the coach quietly labels instructional strategies and/or techniques for Teacher B.
3. After observation, the coach and teacher discuss how Teacher B will implement the observed instructional strategies and/or techniques.
4. At a scheduled time, coach then observes Teacher B for implementation in his/her class.
 | *Benefits:* * Teacher is provided with a clear and accurate model of specific instructional strategies and/or techniques

*Limitations:** Must have an effective teacher who can clearly and accurately model the specific instructional strategies and/or techniques
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| 1. Model Teach Coaching
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| Process – What It Looks Like | Benefits and Limitations |
| 1. Coach meets with the teacher to co-plan the lesson that will be modeled by the coach in order to model the thinking behind the instruction.
2. In the teacher’s classroom, coach models specific strategy or technique as teacher observes.
3. Coach meets with the teacher to discuss what he or she observed.
4. Later, coach observes the teacher implementing the strategies and/or techniques in his or her classroom.
 | *Benefits:* * Suggestions are immediately implemented and observed for effectiveness
* Focus is on small refinements (▲) to support professional development concepts previously taught

*Limitations:** There must be trust between observer and teacher
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| 1. Co-Teaching Coaching
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| Process – What It Looks Like | Benefits and Limitations |
| 1. Together, coach and teacher plan a lesson with specific instructional skills and/or techniques.
2. Coach and teacher deliver the lesson together.
3. Coach discusses and provides teacher with specific feedback on the implementation of the specific skills from the lesson.
 | *Benefits:* * Collaboration
* *Teacher is provided with a clear model for planning*
* Teacher is provided with a clear model in how to implement specific strategies or techniques
* Principal/coach can observe teacher implementing the specific instructional strategies or techniques

*Limitations:** Time
* Director/coach must have expertise
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| 1. Small Group Coaching
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| Process - What It Looks Like | Benefits and Limitations |
| 1. Coach identifies strategies and/or techniques for the teachers.
2. Coach observes and collects data on how each teacher is implementing the strategies and/or techniques. Or, the coach uses other group data – results from student assessments or results from teacher observations collected over time.
3. If observations are conducted, lengths of observations are the same for each teacher (5 to 15 min.).
4. After completing all observations or other data, the coach analyzes collected data and compiles a report without names of teachers.
5. Coach meets with all teachers *at the same time* to share and collaboratively discuss the results.
6. During the meeting, coach shares specific examples about how strategies and/or techniques were implemented and/or facilitates a discussion in how to implement. Or, the team generates strategies to address the data analysis.
7. The coach collaboratively establishes a goal for the team.
 | *Benefits:* * Collaboration
* Team approach
* Focus is on specific instructional strategies and/or techniques

*Limitations:** Time
* Teachers must be willing collaborate
* Observer must have group facilitation skills
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| 1. Team Self Coaching
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| Process – What It Looks Like | Benefits and Limitations |
| 1. The team reviews, analyzes, and determines instructional or program needs based on student data.
2. Once needs have been established, the team collaboratively sets goals with a timeline and creates a plan of action for teachers to implement in program.
3. Teachers implement the plan of action in their program during the timeline.
4. At the end of the timeline, data is collected again.
5. The team reviews successes and analyzes to determine instructional or program needs based on data.
 | *Benefits:* * Collaboration
* Problem solving a challenging issue or concern
* Using data to inform instruction

*Limitations:** Team leader must have group facilitation skills
* Time
* Commitment
* Teamwork
 |

**Plan-Observe-Debrief (POD)**

The POD process is an intensive coaching strategy indented for use with teachers struggling to implement and change in practice. As this takes a great deal of time on behalf of a coach or administrator, it is highly suggested that a principal have no more than one or two (maximum) teachers in a POD cycle at any one time. A full time coach might have 3 or 4 teachers in a POD cycles at any one time. Remember, use the strategy if other coaching formats have not yielded the desired results and prior to moving toward an intervention based on the professional performance system. This process serves duel purposes for the administrator: the results indicate if the teacher can produce the kind of complex thinking required of dissecting a standard and teaching a solid lesson aligned to that standard, and it serves as indicator if the administrators needs to move toward a more directive performance procedure. Results indicate about 50% of the struggling teachers move forward – meaning they learn to produce adequate instruction regularly – and about 50% will not be able to produce desired results following this intervention.

1. Schedule at least a half-day to meet with the teacher to teach them how to conduct a task analysis of a standard and design a couple of lessons based on that standard. Use a standard they will actually teach in the classroom. Your role as a coach is to model and conduct a think-aloud the entire time. The idea is that you are modeling the significant amount of thinking that goes on behind the scenes – mentally – of an effective lesson. This is a component that many struggling teachers are not able to master. Your job it is to teach thinking here.
2. Go an observe the lesson or lessons that you planned with the teacher in the half-day session within the same week as the planning.
3. Provide feedback on that same lesson or lessons about what happened and didn’t happened during the lesson and why? Do this within one or two days of the lesson. Again, maintain looks of mental narration or thinking aloud. You are modeling how effective teachers analyze what when wrong or right during instruction. You are modeling reflective practice.
4. Conduct another round of planning the next week. In most cases, you can reduce the amount of planning time to 30-60 minutes. Again, do model thinking aloud and start asking the some open-ended questions to facilitate their thinking about the lesson. Repeat steps 2 and 3 as noted above.
5. Repeat step 4 weekly for 4-6 weeks. Ideally, you can increase reflective questioning and reduce the amount of mental narration or think-aloud you have to do. Ideally, by weeks 5 or 6 the teacher should be able to task analyze, plan, and produce effective lessons while you serve as only a guide on the side, not the leader.
6. Either way – whether the teacher can produce the planning and delivery or not – stop the process. If they can produce effectively, re-enter them into the regular coaching cycle. If they cannot, begin the formal performance evaluation process.

Note: You may have to restart the same process with the teacher for addition content or subject areas. Sometimes, they will show proficiency in the one content area, such as reading instruction; but then not transfer that same thinking or skill set to another subject area such as math. Do not be discouraged if they made results in the first subject and not the second; simply restart the process in the new content.

**Activity: After reviewing the various coaching formats, explain in writing possible implementation of each type of format. Record your response in the space provided below.**

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| **Examples of possible implementation of 8 Coaching Formats and POD process in my school/district.**  |