

COACH AS CLASSROOM SUPPORTER

PROTOCOL GUIDES COACHES CONDUCTING DEMONSTRATION LESSONS

School and district-based coaches have multifaceted roles. To ensure their work is strategic and meaningful, rather than surface level, school leaders must decide what specific roles and responsibilities should be the focus of their work. Joellen Killion and Cindy Harrison’s 2017 book, *Taking the Lead*, describes a range of potential roles for coaches, including resource provider, instructional specialist, curriculum specialist, mentor, and classroom supporter.

They write that the role of classroom supporter “may have the greatest potential to make a dramatic impact on student learning” (Killion & Harrison, 2017, p. 65). In this role, coaches work side by side with teachers while students are present to implement new practices and improve instruction.

This role has three components: modeling or demonstrating teaching practices, co-teaching, and observing and reflecting on practice. When coaches are supporting teachers in using new instructional practices, they can use these components to facilitate a gradual release of responsibility from coach to teacher (see table below).



This tool focuses on the first phase of that: modeling through demonstration lessons. Coaches can use the first page of the tool to guide their planning and conduct the lesson. The second page is a debrief protocol that can be used to facilitate a reflective conversation between coach and teacher, either orally or in writing, to ensure transfer of learning to practice.

Coaches and teachers are encouraged to use the tool in combination with content standards,

spacing and curriculum maps, student data, and other locally relevant documents to set goals that are relevant and target instructional practices that are aligned to district and school goals and student needs.

REFERENCE

Killion, J. & Harrison, C. (2017). *Taking the lead: New roles for teachers and school-based coaches* (2nd ed.). Oxford, OH: Learning Forward.

CLASSROOM SUPPORTER OPTIONS			Gradual release of responsibility
When the teacher is ...		The coach serves as a ...	
Acquiring new content or instructional practices	▶	Consultant/ knowledgeable other by modeling/ demonstrating the new content or instructional practice in the classroom with students	
Ready to implement new content and/or practices with support	▶	Partner/collaborator by co-teaching with the teacher in the classroom with students	
Ready to implement new content and/or practices independently	▶	Mediator of reflective self-analysis	

Source: Killion & Harrison, 2017, p. 66.

LESSON PLANNING MODEL

Step 1	Determine what specific skill, knowledge, attitude, or behavior you want to showcase.	<ul style="list-style-type: none"> • Discuss with teacher. • Identify from among a set of possibilities. • Follow an established plan. • Choose from among predetermined options.
Step 2	Plan how you will amplify what you will demonstrate in your teaching.	<ul style="list-style-type: none"> • Make it visible. • Make it BIG. • Make it obvious.
Step 3	Preview the lesson with the teacher.	<ul style="list-style-type: none"> • Share the lesson plan. • Co-develop the lesson plan.
Step 4	Assign the teacher the role of observer with a data template.	<ul style="list-style-type: none"> • Help the teacher know what to look for. • Encourage the teacher to watch the students more than you, unless that is inappropriate. You want the teacher to see the interaction between what he or she does and what students do. • Give the teacher a visit-preparation template or create one with the teacher.
Step 5	Debrief the visit.	<ul style="list-style-type: none"> • Ask the teacher to share what he or she observed. • Ask the teacher for data about the impact of the lesson on students. • Ask the teacher to identify the process, sequence, or strategy used in the teaching. • Encourage the teacher to identify the reasons, the process, sequence, or strategy is successful with students. • Ask the teacher to identify a generalization about the use of the process, sequence, or strategy.
TIPS	<ul style="list-style-type: none"> • All demonstration lessons are equal work for you and the teacher observing. • The purpose of the demonstration is learning. Amplify learning in the debriefing. • One or two demonstrations are great. Three demonstrations are too many. If you practice gradual release, you accelerate the teacher's learning. 	

DEMONSTRATION/MODEL LESSON DEBRIEF FORM

How did this demonstration or model lesson help you?

What did you see that was effective?

What did you see that was ineffective?

What piece(s) would you use in your classroom?

What would you change or modify?

What pieces of this lesson need further clarification?

What is one suggestion for improvement of this lesson?

How can I support you in the future?

Source: Killion, J. & Harrison, C. (2017). *Taking the lead: New roles for teachers and school-based coaches* (2nd ed.). Oxford, OH: Learning Forward.