

Chapter 4: Types of coaching

	TOOL	PURPOSE
4.1	Relationship between training outcomes and training components	Use this tool to demonstrate the impact of coaching on teachers' practices.
4.2	Coaching interactions	Gain an understanding of the range of coaching stances with this visual depiction.
4.3	Instructional conversation protocol	Adapt for your own situation this example of an instructional conversation protocol that an instructional coach might use.
4.4	Classroom observation checklist	Provide technical coaching about specific instructional practices using a checklist such as this one.
4.5	Peer observation protocol	Focus a conversation based on a peer observation using this protocol.
4.6	Instructional planning template	Use this template as a planning tool before meeting with your coach, or as a coach, use the template as a guide for planning lessons with teachers.

TOOL 4.1

Relationship between training outcomes and training components

When coaching is added as a component to training, participants are more likely to apply what they learn and to use their new knowledge to solve problems within their work. The table below illustrates the percentage of those who experience different levels of outcomes with each added component of training.

For example, the last row indicates that, “When coaching and/or study groups are added to presentation, modeling, and practice with feedback, 90% of participants demonstrated understanding of the concepts presented, 90% were able to demonstrate the associated skills, and 80% to 90% applied what they learned in practice and used their new knowledge to solve problems.”

COMPONENTS & IMPACT			
Concepts of training	Concept understanding	Skill attainment	Application/ Problem solving
Presentation of theory	85%	15%	5% to 10%
Modeling	85%	18%	5% to 10%
Practice and feedback	85%	80%	10% to 15%
Coaching/ study teams	90%	90%	80% to 90%

Source: *Student achievement through staff development*, 2nd ed., by Bruce Joyce and Beverly Showers, White Plains, NY: Longman, Inc., 1995.

In small groups, discuss

1. What key lessons emerge from the chart for coaches and coaching programs?
2. Although this research data became available in 1995, coaching still is not routinely available to follow through with all professional learning. Why do you think this is the case?
3. Name two or three groups you think need this information, and explain your reasons for wanting them to know about this study.

TOOL 4.2 cont'd

TYPES OF COACHING INTERACTIONS				
TYPE OF COACHING	INTENT	RESULT	WHOSE CRITERIA?	LEVEL OF RESPONSIBILITY
Consultative	Inform and help the teacher implement a set of instructional strategies, a curriculum, procedures, or policies. Give technical assistance and apply teacher standards for implementation.	Increase student achievement through the implementation of a particular set of instructional practices. Increase teacher pedagogical knowledge of skills.	The coach	Teacher Coach
Collaborative	Work together to identify areas for instructional focus and problem solving based on student data.	Solve instructional problems using teacher and coach expertise, learning together.	The teacher and the coach	Teacher Coach
Reflective	Encourage self-directed thinking about instruction that is based on reflection and student outcomes.	Help teachers acquire tools and strategies for planning, reflecting, and problem solving around instruction.	The teacher	Teacher Coach

Source: *Mentoring matters: A practical guide to learning-focused relationships*, by Laura Lipton and Bruce Wellman, Arlington, MA: MiraVia LLC, 2001.

TOOL 4.3**Instructional conversation protocol**

1.	Find the lesson focus and objectives (connection to the curriculum).
	<ul style="list-style-type: none"> • What is the focus of the lesson? • What is the lesson's objective? • What assessment have you given your students previously? • How do you know that this is the appropriate objective for your students? • How does the objective connect to the curriculum?
2.	Determine the action plan focus.
	<ul style="list-style-type: none"> • What is the focus of your action plan? • What is the relationship between your lesson and the action plan?
3.	Understand the teaching strategies.
	<ul style="list-style-type: none"> • What teaching strategies will you use? • What research or theory supports your decision?
4.	Determine the assessment strategy.
	<ul style="list-style-type: none"> • How will you assess student learning?
5.	Share related information.
	<ul style="list-style-type: none"> • What else will be helpful for me to know about the lesson or your students?
6.	Clarify the coach's role.
	<ul style="list-style-type: none"> • What would you like me to look for in your class today? • What is the specific focus of the observation? <ul style="list-style-type: none"> – Teacher's verbal behaviors – Teacher's nonverbal behaviors – Students' verbal behaviors – Students' nonverbal behaviors

TOOL 4.4

Classroom observation checklist

Daily objective: _____
 Question: _____

MOTIVATION AND ENGAGEMENT — Evidence of:

- Caring classroom community _____
- Bell-to-bell instruction _____
- Warm-up _____ Review of class _____
- Student collaboration _____ Student choice _____
- Celebration _____

TYPES OF TASKS

- Written Oral Visual Kinesthetic

INSTRUCTIONAL STRATEGIES

McREL

- Identifying similarities and differences
- Reinforcing effort, providing recognition
- Cooperative learning
- Providing feedback
- Questions, cues, and advance organizers
- Summarizing and note taking
- Homework and practice
- Setting objectives
- Generating and testing hypotheses

- I do ... _____ We do ... _____ You do ... _____

LITERACY FRAMEWORK

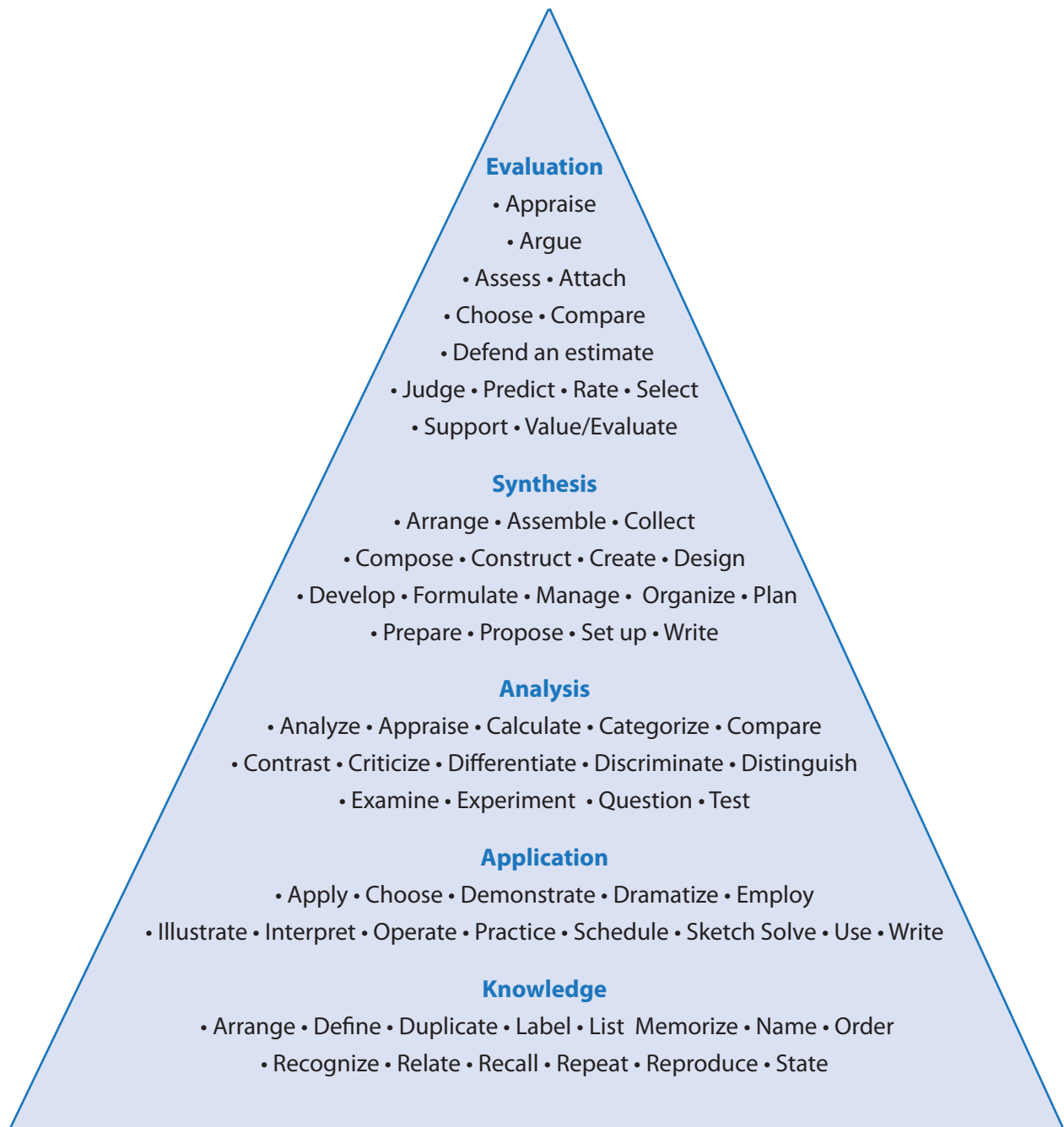
- Interactive editing
- Interactive writing
- Book groups
- Reciprocal teaching
- Interactive read-aloud
- Shared reading
- Guided reading groups
- Independent reading/writing

STUDENT BEHAVIORS SNAPSHOTS

- Working silently/independently
- Working independently while consulting peers
- Working in collaborative groups
- Listening to teacher instruction
- Independently off task
- Off task and distracting others
- Speaking (discussion, seminar, etc.)
- Listening to peers
- Performing (lab, role play, skit, musical performance, etc.)
- Other: _____

STOP

- Post and review learning and language objectives
- Word wall
- Visual representation of topics and ideas
- Modeling the activity
- Paired/group discussion
- Student listening and speaking practice with comments

TOOL 4.4 cont'd

This document is not to be used for evaluative purposes.

Source: Created by Tracy Calderon, Student Achievement Coach, Adam 12 Five Star Schools..

TOOL 4.5

Peer observation protocol

Teacher: _____ Observer: _____

Date: _____

Grade/content: _____

I noticed that the students _____

I noticed that the teaching _____

I wonder _____

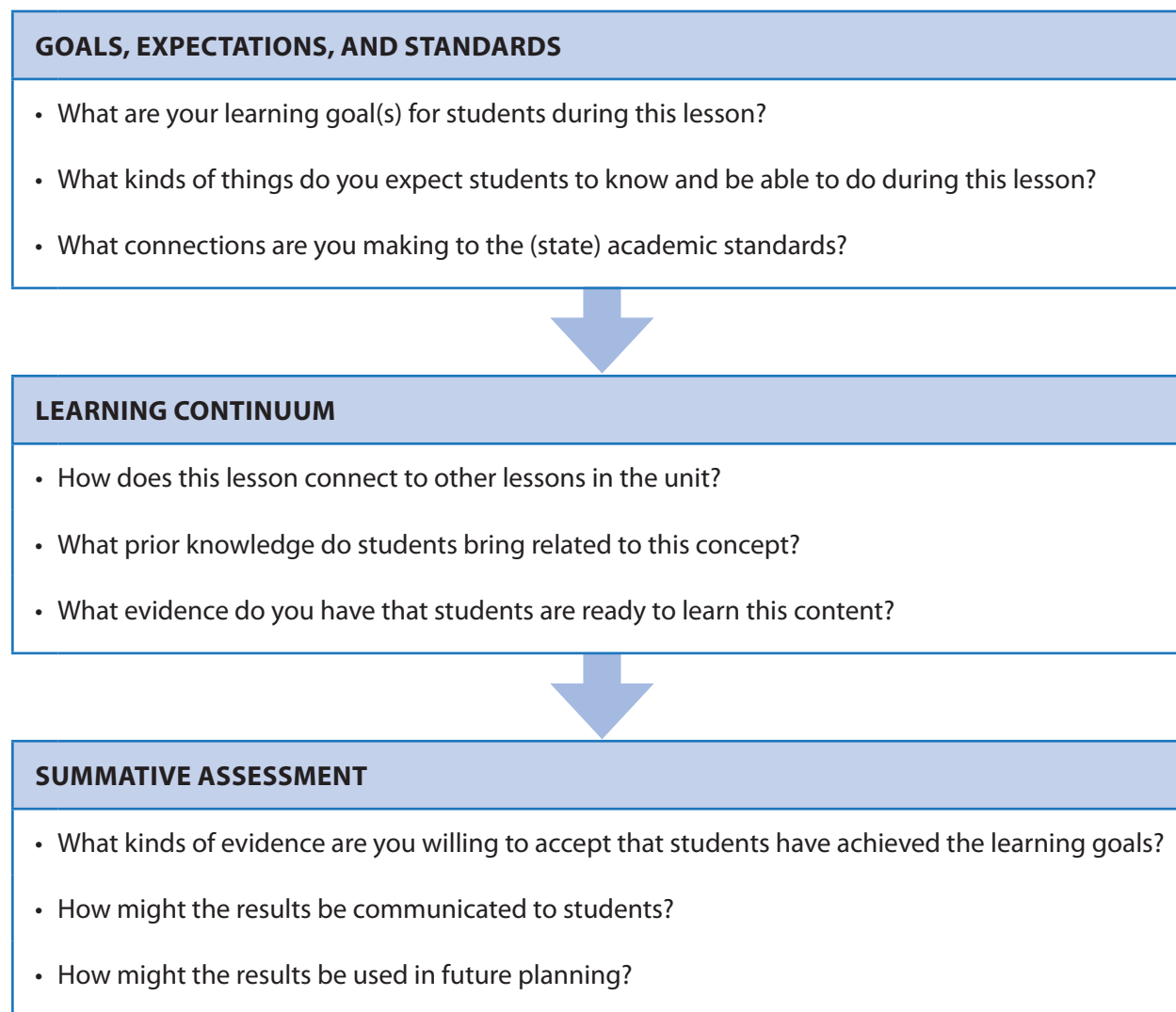
I learned _____

I plan to _____

TOOL 4.6

Instructional planning template

Teachers use the template as a thinking tool prior to meeting with the coach. Coaches use the template as a guide to plan lessons with teachers. Coaches may choose from the sample questions or construct their own questions to guide teachers' thinking through the planning conversation.



TOOL 4.6 cont'd

INSTRUCTIONAL LEARNING CYCLE			
Engage	Explore	Reflect	Apply
As you look forward to this lesson, how might you activate, engage, and or pre-assess students in thinking about this concept?	What kinds of explorations or learning experiences might students need in order to develop understanding?	How might you support students as they summarize their learning and connect to the learning goals?	What kinds of opportunities might you provide for students to extend or apply their new learning?
Formative assessment during instruction			
<ul style="list-style-type: none"> • What strategies might you use to monitor student learning during each part of the lesson? • If necessary, how might you adjust instruction at each point of the lesson based on the formative assessments? 			
CONNECTING TO INDIVIDUALIZED EDUCATOR PLAN			
<ul style="list-style-type: none"> • As you consider your personal learning goals and the enactment of this lesson, what connections are you making? • What kind of pedagogical content knowledge do you need to be mindful of in order to teach this lesson? • How might this lesson support you as a learner? • As your coach, what data might I collect for you as I observe? 			



Source: S²MART Centers SC. Available at www.s2martsc.org. Used with permission.