Assessing Your School's Readiness for Coaching

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Poll

How do you assess sites' readiness for:

Your initiative?

Coaching specifically?

Big Ideas from the Article

How feedback was provided in the school.

Mindsets of teachers about receiving feedback and overall growth of school.

Leaders' presence in classrooms.

Which items do you think are most critical?

The principal is present daily in most or all classrooms for non-evaluative purposes.

Administrative team leaders are present daily in most or all classrooms for coaching (non-evaluation) purposes.

School leaders receive regular feedback and coaching.

Staff share their coaching targets with others so they can get multiple points of view and feedback.

Teachers' doors are always open, and anyone can come in at any time.

Staff are informally observed without prior notice.

Staff receive feedback in-the-moment or after an observation verbally or via email.

Staff observe each other at least once a month and give each other feedback.

Staff give each other feedback outside of classroom observations verbally or via email.

Staff are coached to support their academic rigor, cultural competency, and/or belief systems/mindsets in addition to pedagogical practices.

More intensive practices require a stronger culture of coaching.

The higher the numbers at the "top" of the assessment, the quicker you can get into deep coaching.

The lower the numbers at the top, the more culture-building work must be done.

How do you build readiness for coaching?

The author's recommendations

Choose items with lower scores and create an action plan for how to approach them.

Have the school decide where they want to be in a year and backward plan from there.
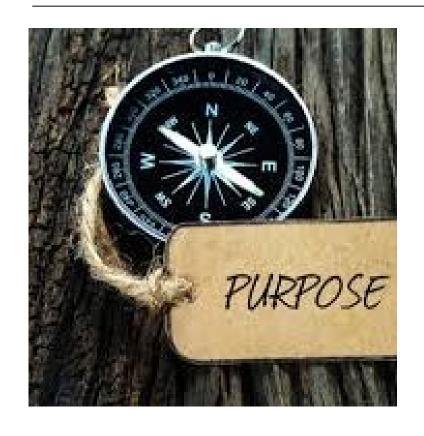
Action steps alone won't develop a culture of coaching

Relationship building is needed.

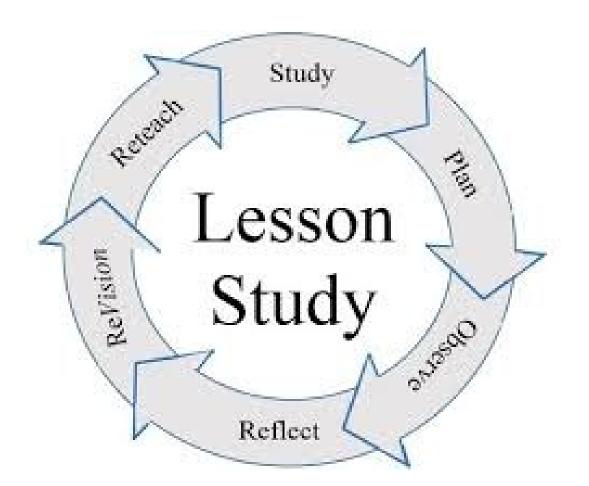How are your coaches approaching relationship building?

- Is this only for systems coaches?

- What does it mean for instructional coaches?

Transparency, along with purpose, will build a foundation for more in-depth coaching.

How does your project/your coaches try to achieve transparency?

How does your project/your coaches share the purpose of the work?

What is Lesson Study?

Collaborative cycles in which educators:

- study curriculum content and teaching materials;

- plan classroom instruction; and

-observe, discuss and reflect on the classroom instruction, using data collected during observation to draw out implications for teaching and learning. (Fujii, 2013).

Four basic inputs to instruction

- Teachers' knowledge;

- Teachers' beliefs and dispositions (for example, their interest in student thinking and belief that students can learn);

- Teacher learning community (for example, norms and routines of collaborative improvement); and

- Curriculum (e.g., instructional tasks and support materials for teachers).

Lesson study shares certain commonalities, in that educators:

- study content and teaching materials and consider their long-term goals for students;

- plan a research lesson that brings to life their goals and ideas about high-quality instruction;

- carefully observe the live research lesson and record student responses to instruction;

- share, analyze and discuss the data collected during instruction; and

- interact with other educators (often including content experts from outside the school) and understand their ideas about teaching, learning and content.

Lesson Study

Produces a system where local teachers "demand" knowledge for their lesson study work and lesson study provides a collaborative, practice-based venue to try out recent innovations in curriculum and instruction.

IES Randomized Control Trial (RCT):

https://ies.ed.gov/funding/grantsearch/details.asp?ID=1708

Lewis, C. (2016). How does lesson study improve mathematics instruction? *ZDM*, *48*(4), 571-580.

https://link.springer.com/article/10.1007/s11858-016-0792-x

Four strategies to develop lesson study outside Japan: (1) incorporation of high-quality tasks and materials; (2) attention to processes that illuminate student thinking; (3) attention to system features; and (4) models for scale-up.

How does lesson study vary from the typical PLC?