"THE ELUSIVE BUTTERFLY"

JOB-EMBEDDED COACHING

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OVERVIEW

➢ Coaching Model in Reading

➢ Adapting the Model to Mathematics for Model Demo

➢ Modifying Coaching Sessions for Resistant Teachers

Poll

1. As part of your grant, is coaching more critical in:
   a. Reading
   b. Math
   c. Both

2. Do you feel the coaching is going well for your SPDG?
   a. Yes
   b. Sometimes
   c. Needs Work

ASPECTS OF THE COACHING MODEL

1. The Coaching Relationship
2. Job-Embedded
3. Addresses Specific Teaching Behaviors
4. Coaching Process

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STUDIED IN READING CONTEXT FIRST

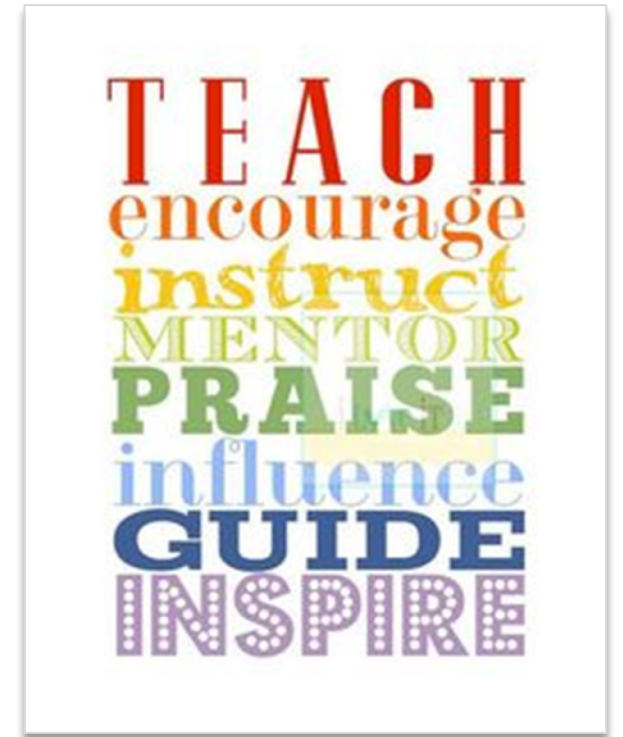**Used in Collaborative Strategic Reading**

Coaching Teachers

Used in Teacher Study Groups

Coaching TSG Facilitators

THE COACHING RELATIONSHIP

➤ Success of coaching depends on the coach to teacher relationship

➤ Human Touch

➤ Build Trust

➤ Low Pressure

➤ Treat the teachers as professionals

TIPS TO ACCOMPLISH THIS

1. Coffee and doughnuts!!
2. Confidentiality
3. Timely response
4. Follow Through.
5. Socialize

TIPS TO ACCOMPLISH THIS

6. Collaborative vs. Evaluative

7. Non-verbal language

8. Active listening

JOB-EMBEDDED COACHING

No "extras"!

1. It should fit into current curriculum

2. Grounded in day-to-day teaching practice

3. Designed to enhance teachers' content-specific instructional practices with the intent of improving student learning

4. School- or classroom-based

5. Integrated into the workday

Addressing Specific Teaching Behaviors

1. Coaching protocols are different than teaching evaluations – MORE SPECIFIC.

2. In Collaborative Strategic Reading – the coaching focused on teachers teaching reading comprehension strategies explicitly.

3. In TSG – coaching focused on facilitators leading Teacher Study Groups that address vocabulary instruction.

4. If too broad, the coach has trouble identifying areas of strength and weakness.

5. Observation protocol should be broken down into "observable chunks".

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COACHING PROCESS

➢ Protocol includes teaching behaviors of interest

➢ Coach takes copious field notes on teacher/facilitators behavior

➢ Coach analyzes field notes and generates:

Post-observation Reflections
1. List at least 2 strengths of the lesson. "Kudos" remarks.
2. Provide up to 3 weaknesses of the lesson. "Food For Thought".
3. Provide up to 3 suggestions for improving future lessons.

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ADAPTING FOR MATHEMATICS – ALGEBRAIC REASONING MODEL DEMONSTRATION

1. The Coaching Relationship - SAME

2. Job-Embedded – SAME

3. Addresses Specific Teaching Behaviors (ADAPTED)

4. Coaching Process – SAME

5. New Features that are Part of Model Demo
   - Responds to teachers needs and requests; responsive coaching
   - Coaching linked to Professional Development

SAMPLE TEACHING BEHAVIOR PROTOCOLS

Math Summary Ratings (*5-point Likert Scale*)
1. Adherence to the steps of the *TransMath* lesson outlined in the Teacher Manual.
2. Clarity in conveying the lesson goals.
3. Supports students' explanations.
4. Uses manipulatives (e.g., C-Rods) and visual representations (e.g., number lines) correctly.
5. Maintains a positive rapport with the students.
6. Perception of students' grasp of the content.
7. Uses clear, mathematically correct language.
8. Overall rating of the lesson.

TSG Summary Ratings (*5-point Likert Scale*)
1. Responds to teachers' comments, questions, concerns.
2. Paces the lesson so that all parts of the session were covered in sufficient depth.
3. Uses clarity in conveying session goals.
4. Adheres to the procedures provided in the manual.
5. Maintains a positive rapport with teachers.
6. Perception of teachers' grasp of the content
7. Overall rating of the facilitator's implementation.

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RESPONSIVE COACHING

➤ Teachers know the expectations – manipulatives, supporting explanations, using student-level data to inform teaching decisions, etc.

➤ After coaching sessions, they make requests for future PD on some of the things that were identified as "food for thought".

Example "Food for Thought" in Model Demo

Suggestion 1: Support student's mathematical explanations without "filling in thinking"

Suggestion 2: Cover depth over breadth – some lessons are rushed

Suggestion 3: Utilize co-teaching model more effectively

HOW PD ADDRESSED THE SUGGESTIONS

For Suggestion 1: Using think-alouds to model their thinking to students so they can see a model explanation.

For Suggestion 2: Discuss critical features of algebraic reasoning in PD – what to cut & what is critical.

For Suggestion 3: Using some benchmark data to group students into more homogenous groups for skills needed in order to structure the classroom as a co-teaching environment (already a requirement at the school). Classes were divided into three groups based on their pretest scores on STAR.

MODIFICATIONS TO MODEL

1. Teachers don't receive coaching well
   a. Provide a lot of praise for what they did well
   b. Rather than discuss three areas that need improvement (Food for Thought statements), focus on only one

2. Teachers receive coaching well, but say they "can't do (insert excuse)"
   a. Plan the lesson with the teacher
   b. Model a lesson
   c. Co-teach the lesson
   d. Work on other areas to help troubleshoot

Poll

1. What is the biggest issue you've found in coaching?
   a. Coach/teacher relationship (lack of trust)
   b. Teachers NOT following through on areas of improvement
   c. Coaching protocols don't fit (not specific enough)
   d. Not enough time to coach
   e. Other

TIPS FOR HIRING COACHES

1. Detail-oriented

2. People skills

3. Knowledge in the area of instruction in which they are coaching

4. Knowledge of the tenets of effective instruction

5. Experience in classroom observations

6. Classroom teaching experience

7. Experience with successfully working with adults

8. Served in a leadership capacity (e.g. coach, mentor teacher, student teacher supervisor, grade-level team leader)

Helpful Tips

TSG Data

Mean Procedural Fidelity*	
Session 4	Session 6
80.48%	94.96%

*Procedural fidelity was calculated as percentage of procedures implemented.

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Thank you!