The Impact of Student-centered Coaching on Instruction

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Agenda

1. Brief Overview of Study*
2. Supporting Literature and Coaching Model
3. Findings from the Study
4. Impact and Next Steps

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Overview

- National Professional Development Grant Project *Office of English Language Acquisition (OELA)*

  "To improve teacher effectiveness and increase academic achievement of English Language Learners (ELLs) and all students"

- Project Focus: Develop and deliver coursework and fieldwork that prepares teachers to work with language learners and integrates Academic Language. Support fieldwork with effective coaching model.
  - **In-service** teachers earning endorsement in Culturally and Linguistically Diverse Education (CLDE)
  - **Pre-service** teachers: BA Inclusive Education (BA IELM): Elementary Ed. (K-6), SPED, CLDE endorsements
Our Study

Purpose: To examine the impact of coaching on pre-service teachers’ ability to design and deliver student-centered instruction

Program: BA in Inclusive Elementary Education
- Elementary Education (K-6) certification
- Endorsement for Culturally and Linguistically Diverse Education (K-12)
- Endorsement for Special Education, Generalist (ages 5-21)
Literature on Instructional Coaching

**Inservice Teachers**

- Change in instructional practice happens over time with sustained and embedded support (Darling-Hammond & Richardson, 2009; Knight, 2009; Batt, 2010)
- Coaching + PD experience = increased implementation (Batt, 2010; Song, 2016)
- Non-evaluative role of coaches and mentors (Lipton & Wellman, 2003; Teemant & Reveles, 2012)
- Development of teachers’ reflective process and impact on teacher identity (Teemant, 2014)

**Preservice Teachers**

- Limited research on pre-service teachers
- Successful implementation of culturally responsive practices from coaching preservice teachers (Smith, et al., 2016)
Teacher-Centered Coaching
• Focus on what teacher is and is not doing
• Summative data used to hold teachers accountable

Student-Centered Coaching
• Focus on using student work to inform instruction
• Formative data used to design future instruction. Summative data used to assess students’ progress

Student-Centered Coaching: The Moves (Sweeney & Harris, 2017, p.6)
The Coaching Cycle: Student-Centered (SC)

Example of SC-Goal:
- Sequence 5 events from a story

Select Lesson
- Teacher self-assessment
- Pre-assessment data

Pre-Conference
- Discuss plan & data
- Focus on AL and ELLs

Refine Practice
- Teacher modifies instruction
- Coach Support

Post-Conference
- Lesson feedback
- Analyze student work
- Share strategies for AL & ELLs

Observation
- Teach lesson
- Coach observes
Research Methodology

**Research Question:** What is the impact of student-centered coaching on pre-service teachers’ ability to design and deliver effective instruction?

**Participants:**
- Experimental Group: First two cohorts of BA IELM students 2017-18 and 2018-19 (n=32)
- Control Group: Two cohorts of TELP Elementary Education students 2017-18 and 2018-19 (n=32)

**Intervention:** Experimental group engaged in coaching once each quarter (pre-conference, observation, post-conference)
Research Methodology

Measures:

➔ Pre & Post Surveys (Pre: Summer 2017 & 2018; Post: May 2018 & May 2019)
➔ Pre & Post Observations (Pre: Fall 2017 & 2018; Post: Late Spring 2018 & 2019)
➔ edTPA (Spring 2018)
➔ Interviews with small sample (Spring 2018)

Analyses:

➔ Quantitative: Descriptives; two-way mixed ANOVA; t-tests
➔ Qualitative: interview data gathered; analyzed for patterns and themes.
Overview of Findings: Categories

Improvements related to:

❖ Knowledge of Learners
❖ Use of Formal and Informal Data and Assessments
❖ Strategies for Differentiated Instruction (including SIOP)
❖ Feedback to Students
❖ Academic Language and Vocabulary
“My coach and evaluator have supported my thinking in academic language by providing specific ways that I can encourage academic language and model using academic language for my students. For example, having students respond in full sentences, providing sentence frames, using vocabulary, etc.”
Emerging Patterns & Themes

➔ Targeted conversations help to increase awareness of ELL needs and significance of academic language
➔ Conversations are less generalized, less on classroom management, greater focus on content learning
➔ Critically important to discuss strategies with pre-service teachers
Influence of Study

Results from Study

Observations, surveys, edTPA, and interview data support the use of student-centered coaching with preservice teachers.

Changes to Program

Revised reflection prompt and rubric
Formative Feedback Form
Next Steps

→ **Provide** PD for supervisors of practicum experiences
   - Findings of the NPD Coaching Study
   - Student-centered conversations

→ **Re-conceptualize** the roles of supervisors and clinical teachers
   - Consider more conversations with students’ work integrated
   - Work with clinical teacher to serve more as a non-evaluative coach

→ **Connect** instructional strategies from coursework to supervision
   - Grant provided these opportunities for coaches → extend to supervisors
References


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