“THE COACHING CONNECTION: SUPPORTING BEST PRACTICE SCIENCE INSTRUCTION”

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KALAMAZOO REGIONAL EDUCATIONAL SERVICE AGENCY
Please put your name on the nametag at your table.

At your table is an envelope of pictures.

Please select the picture at your table that best represents what instructional coaching means to you.
OUR TIME TOGETHER

PLEASE REMEMBER THAT:

• All participants need to make their thinking public by sharing their ideas and asking questions.

• We need to keep in mind positive supposition while working with others.

• All are responsible for supporting a climate that provides a safe space for others to voice their thinking processes.

• We all have different levels of content knowledge and experience, but we all are experts with regard to our job role, county, ISD/RESA.

AGENDA/OUTCOMES

• Instructional Coaching – What is it?

• Instructional Goals- How do we set them?

• Instructional Sequence- What are the skills necessary to attain the goal?

• Instructional Coaching in Action- What do we do to help teachers attain the goal?

Learning is social. We can support each other to be present and productive in our learning together today.
**WHAT DOES INSTRUCTIONAL COACHING MEAN TO YOU?**

<table>
<thead>
<tr>
<th>Take</th>
<th>Take a moment to <strong>brainstorm</strong> your <strong>thoughts</strong> on paper. Write down any <strong>questions</strong> you have about instructional coaching as well.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn</td>
<td><strong>Turn To Your Partner</strong> introduce yourself and share your picture selection.</td>
</tr>
<tr>
<td>Look over and discuss</td>
<td>Look over and discuss the <strong>questions</strong> you have on your list. Select one or two you that you both have and <strong>write</strong> them on a <strong>larger post it note</strong>.</td>
</tr>
<tr>
<td>Place on</td>
<td>Place on the Instructional Coaching <strong>Chart Paper</strong>.</td>
</tr>
<tr>
<td>Be</td>
<td>Be prepared to <strong>share out</strong> what your partner said.</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL COACHING

• Fundamentally is about teachers, teacher leaders, school administrators, and central office leaders examining practices in a reflective ways, with a strong focus on student learning and results as the ultimate barometer of improvement. (Annenberg Institute)

• Instructional coaching is when a teacher and designated coach work together regularly in order to improve the quality of instruction through in-depth focus on the most important skills and routines. (Jill Jackson, 2017)
INSTRUCTIONAL COACHING

Turn To Your Partner : What do you think are the critical components are of effective instructional coaching?

The Research:

• Effective coaching encourage collaborative, reflective practice.
• Effective embedded professional learning promotes positive cultural change.
• Focus on content encourages the use of data analysis to inform practice.
• Coaching promotes the implementation of learning and reciprocal accountability.
• Coach supports collective, interconnected leadership across a school system.
• Annenberg Institute for School Reform
The KRESA Coaching Model

THE RESOURCES KRESA USES

Jill Jackson

Randy Sprick

Jim Knight
The KRESA Coaching Model Key Components:

- Principal
- Coach
- Teacher

The Coaching Cycle:

- **Pre-Conference**
  - Initial Coaching Conversation
  - Instructional Planning

- **In Classroom Session**
  - Demonstration
  - Observation
  - Side by Side
  - Co-Observation
  - Shadow
  - Co-Teaching

- **Debriefing**
  - Debrief-The Coaching Conversation
The KRESA Coaching Model Key Components:

### The Coaching Styles

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>Observation</th>
<th>Side-by-Side</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach models a lesson</td>
<td>Coach observes a teacher, or</td>
<td>Teacher leads instruction; coach</td>
</tr>
<tr>
<td>segment while the</td>
<td>teacher and coach observes a</td>
<td>provides immediate input discreetly.</td>
</tr>
<tr>
<td>teacher takes notes on</td>
<td>master teacher.</td>
<td></td>
</tr>
<tr>
<td>specific areas of focus.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-Observation</th>
<th>Shadow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher and coachee</td>
<td>Coach teaches a segment. The teacher</td>
</tr>
<tr>
<td>observe a another</td>
<td>then teaches the exact segment</td>
</tr>
<tr>
<td>teacher implementing</td>
<td>demonstrated.</td>
</tr>
<tr>
<td>the instructional focus.</td>
<td></td>
</tr>
</tbody>
</table>
1. District/Building Administrators Set an Instructional Goal for their staffs.

This could be district, building wide, department, or grade level.

What are instructional goals?

An instructional goal - Is framed around pedagogical skills and strategies that you want all teachers to demonstrate. It is created from some sort of data, school improvement plan, or curriculum implementation.
THE KRESA COACHING MODEL

- **Reflect** on the districts, buildings, teachers you currently work with.
- **Write** down your thoughts on the following question:

What would be potential instructional goals for these groups/people?
Science and Math consultants have been working to support teachers in the implementation of Productive Talk in their classrooms.

**Secondary Instructional Goal:** Students will engage in productive talk with minimal facilitation by the teacher.
Students will engage in productive talk with minimal facilitation by the teacher.
WHAT SKILLS DOES A TEACHER HAVE TO DO TO IMPLEMENT PRODUCTIVE TALK?

• Locate the SMALL POST IT Notes at your table.

• You will have 5 minutes to brainstorm all of the skills a teacher would need to implement Productive Talk.

• Place one skill on a SMALL POST IT Note.
TABLE TEAM UP

1. Identify all of the POST IT Notes that are the same and stack on each other.

2. Begin to categorize the stacked POST ITS and remaining POST IT notes.

3. With the chart paper write your categories and place the POST IT notes in the proper place.

4. Sign your paper.
WHAT PATTERNS DO YOU SEE IN THE TABLE TEAM UPS?
WHAT WE HAVE DEVELOPED:

- Classroom & Behavior Management
- Classroom Culture & Climate
- Student Engagement
- Students will engage in productive talk with minimal facilitation by the teacher
TALK TO YOUR TEAM:

If the goal is productive talk why aren’t the goals the starting point?
WORK WITH YOUR TEAM:

Look at all of the POST IT notes you have that would fit under these three categories.

Write them under there.
TALK WITH YOUR TEAM:

What do you think the next steps are in relation to a teacher meeting the instructional goal?
Students will engage in productive talk with minimal facilitation by the teacher.

Take your remaining skills and write them where you think they would go in this frame.
A LOOK AT THE DETAILS

- Compare your Instructional Sequence to our “Living” Skills Chart.
- What similarities and differences do you see?
- What do you wonder?

How to Coach Teachers, To Teach Almost Anything. Jackson, Jill. 2017
Check In
NOW WE GET TO COACHING

A team meeting is set up to go over:

- Instructional Goal
- Time frames
- Coaching types
- Structure to coaching
- Confidentiality
NOW WE GET TO COACHING:

Gathering Data and Information: So where is a teacher on this Instructional Sequence?

- Classroom observation
- Principal Feedback
- Teacher Reflection
NOW WE GET TO COACHING:

Now with a specific starting point we:

• Select specific skills from the starting step.
• Work with those skills through planning, classroom visits, and debriefing.
• Accomplished the skill – move on to next skill.
NOW WE GET TO COACHING:

- Through the coaching cycles we move Mary from Student Engagement to Encourage, Recognize, and Listen to others ideas by providing focused feedback.
YOU ARE COACHING:

Grab the Instructional Sequence, Skills, and Classroom Observation sheet.

We are going to watch a teacher delivering a Science lesson.

You will be given the following information:

- Your frame
- Principal’s feedback
- Teacher’s reflection

Where do you think this teacher is on the Instructional Sequence using your observation and the other data?
YOU ARE COACHING:

Your frame: You are visiting the classroom for the first time after having met with the principal, and gathering the teacher's personal reflection on the goal.

The principal's feedback: Students are well managed and there is a system for basic classroom management. She has very few behavior problems in class and has a structure for handling student behavior errors.

The teacher's reflection: Students do pay attention in class but struggle with sharing information related to the content during class discussions.

Turn to your partner: Discuss where you think you would put this teacher on the Instructional Sequence. Explain why. What might be a starting skill for this teacher?
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THANK YOU!

- Resources can be found at:

https://padlet.com/maryburke/msta18
YOU ARE COACHING:

Your frame: You are visiting the classroom for the first time after having met with the principal, and gathering the teachers personal reflection on the goal.

The principal's feedback: There are routines in place that help the classroom be successful. Students do as the teacher asks in class. There are minimal behavior problems. Teacher asks students questions to help them think.

The teacher's reflection: Students are engaged in class discussions because there are many volunteers. Students follow the directions during lessons and answer questions that are asked. They will reference materials to answer questions throughout the learning process. Teacher incorporates reading and writing time to give students opportunity to know content information and prepare to answer.

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