Instructional Coaching:
Making the Most Out of Math Coaches

Presented by: Jennifer Michalek

Learning Targets

- Participants will understand the importance of creating a learning culture that supports the use of coaches.

- Participants will identify characteristics of high-quality coaching.

- Participants will learn how to establish an effective, student-focused coaching model.

Coaching

On your own, think about coaching…

When I think of coaching what comes to mind is…

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Research Behind Coaching

History of Education…

- Schools were not intended to educate large numbers of students to a high level.

- In 1893, less than 3% of American students graduated high school.

- Even as late as 1950, majority of students dropped of out high school before graduation.

Today

- *All* students must master rigorous content, learn how to learn, pursue productive employment, **and compete in a global economy**.

# The #1 indicator of student success is… TEACHER QUALITY

"Quality teaching is the most critical means by which to improve student learning and to close achievement gaps. You achieve student success through teacher success."

Harry Wong

"Decades of research clearly demonstrate that a quality teacher, more than any other factor, enables students to overcome obstacles to learning like poverty and can even erase the achievement gap."

Alliance for Education, 2006

Factors Affecting Educational Outcomes

Legend:
- Student characteristics and prior attainment
- Teacher effectiveness
- Parents
- School structure/type
- School leader
- Peer effects
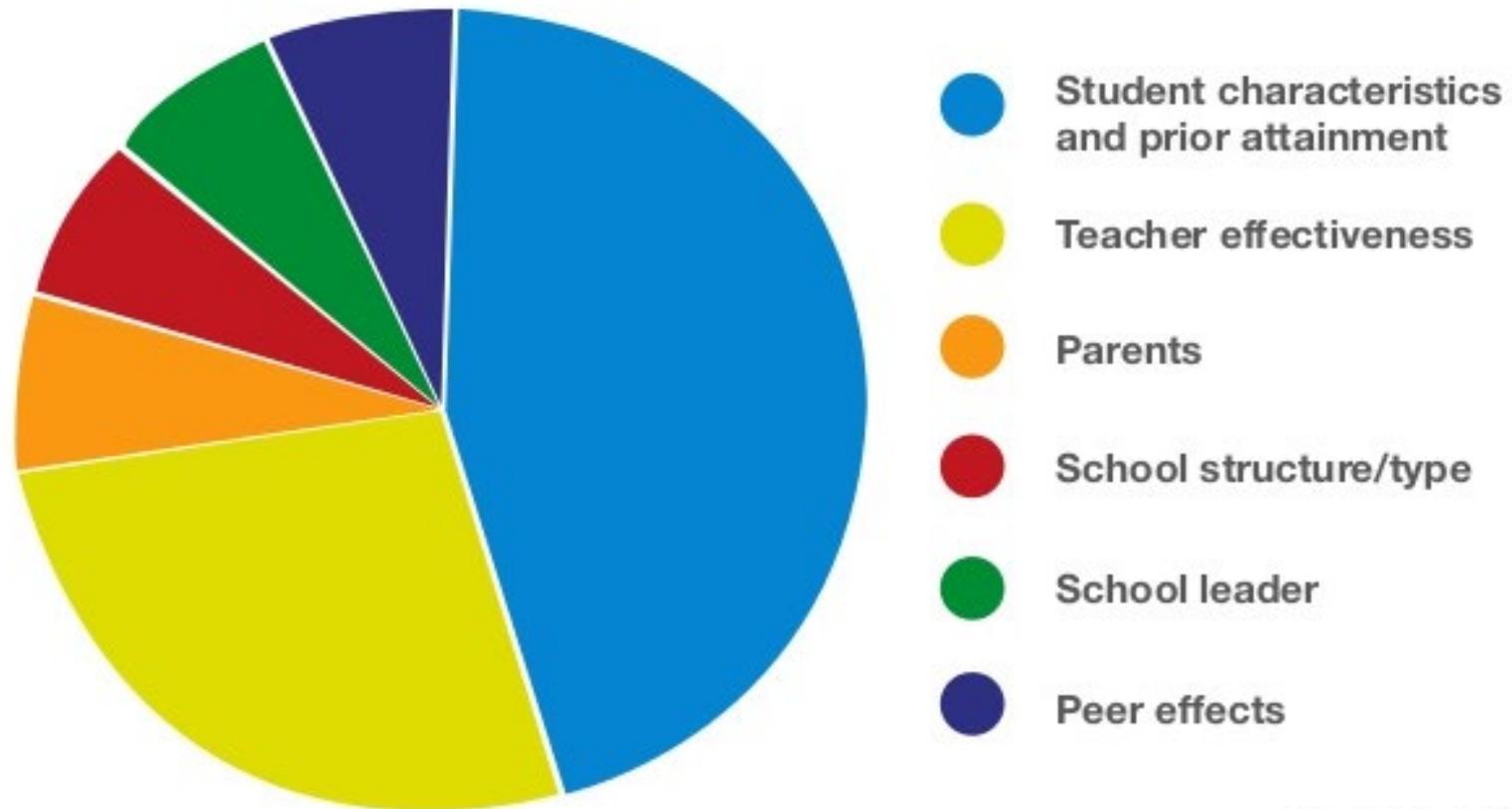
John Hattie (2003)

The #1 way to improve student success, is to increase teacher quality.

- Education has spent all of their money and time on systems change, programs, etc.

- Where has it gotten us?

- The classroom is where everything happens:

- The teacher is the #1 indicator of how a student will progress.

- This is where the focus should be.

Survey – How often do you have professional learning in mathematics?

Professional Learning in Mathematics

- Seldom
- Only Sometimes
- Regularly
- Often
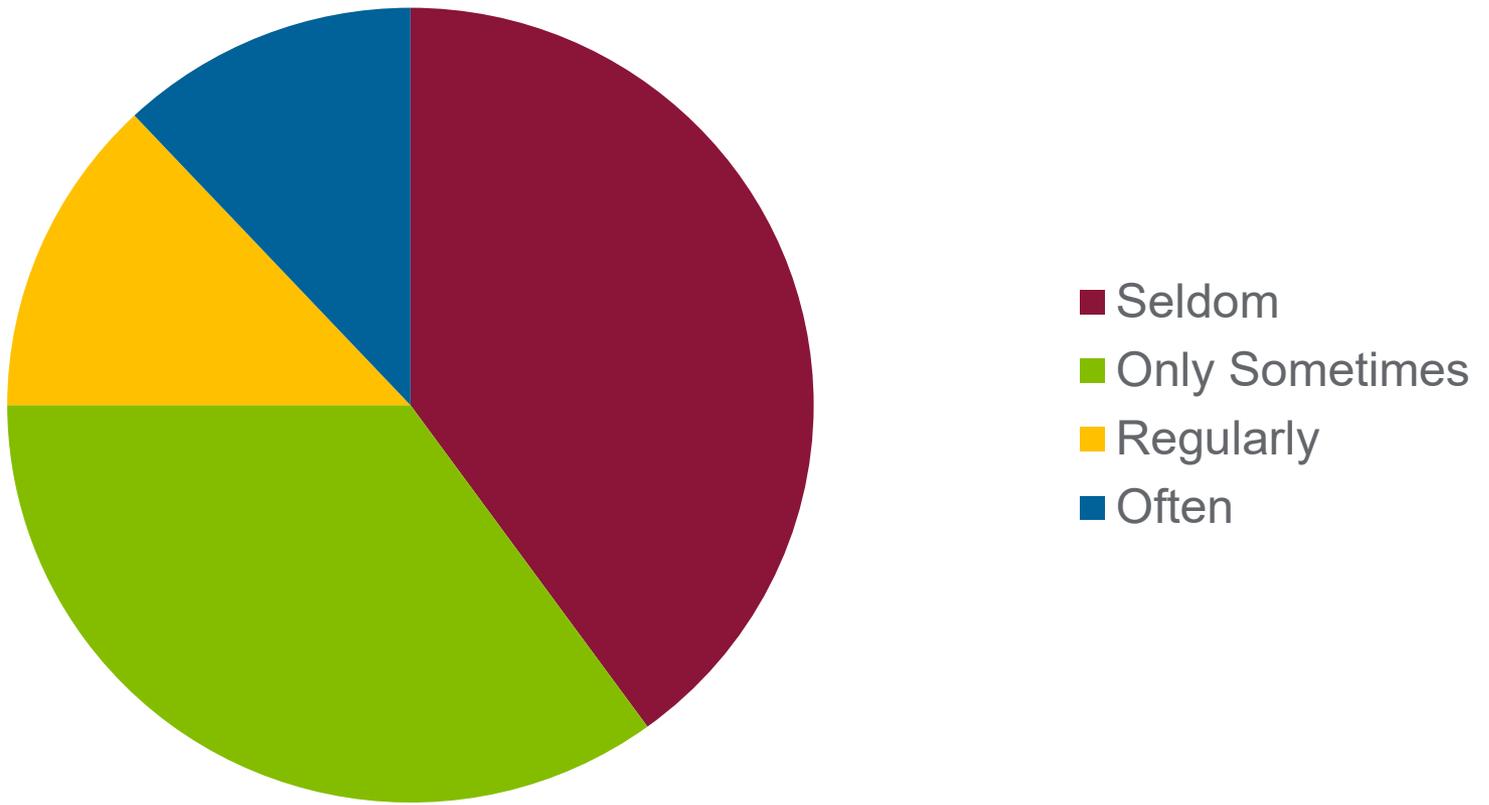
5 Principles of Effective Professional Learning

- The duration of professional learning must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.

- There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.

- Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.

- Modeling has been found to be highly effective in helping teachers understand a new practice.

- The content presented to teachers shouldn't be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

Center for Public Education, 2013

Theory behind coaching

- Implementation rate of traditional professional development vs. instructional coaching
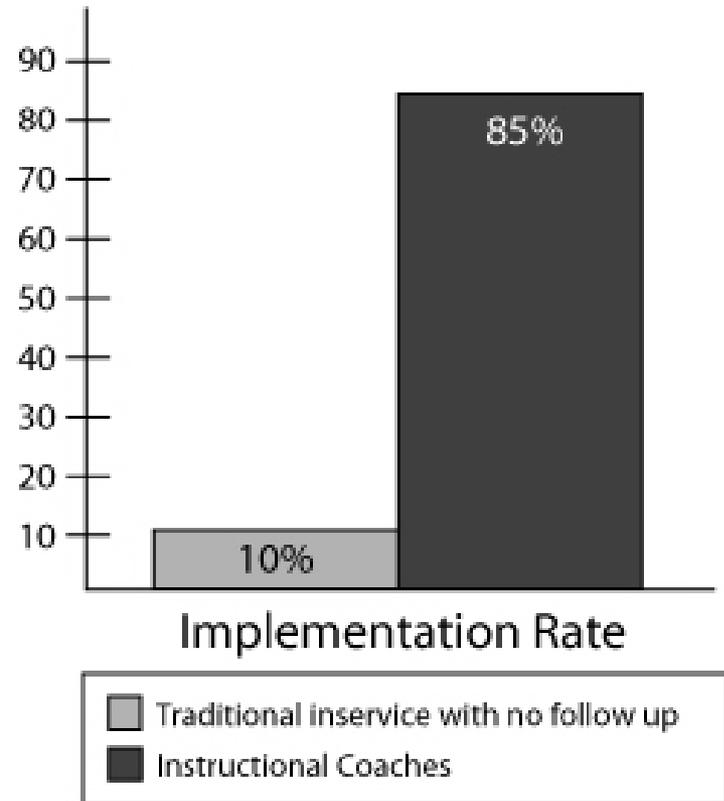
Implementation rates of new instructional methods: Traditional inservice professional development sessions versus instructional coaching

University of Kansas Center for Research on Learning

Need for a Collaborative Culture

Throughout our ten-year study, whenever we found an effective school or an effective department within a school, without exception that school or department has been a part of a collaborative professional learning community.

--McLaughlin and Talbert (2001)

Why Should We Collaborate?

- Gains in student achievement

- Higher quality solutions to problems

- Increased confidence among all staff

- Teachers able to support one another's strengths and accommodate weaknesses

- Ability to test new ideas

- More support for new teachers

- Expanded pool of ideas, materials, and methods

Judith Warren Little (1990)

Assessing Teacher Collaboration

	Key Principles	Evidence of Strong Implementation	Evidence of Weak Implementation	Assessment
Time	Sufficient time is provided for teachers to discuss student learning needs and share, review, and provide feedback on instructional practices that address these needs	• Master schedule thoughtfully designed to provide targeted opportunities for collaboration amongst teachers • Collaboration meetings are at least 45 minutes long • Collaboration meetings are sacred, uninterrupted, and start on time	• Teacher schedules are not aligned to allow for regular meetings • Meetings are sporadic and less than 45 minutes long • Collaboration meetings are often skipped, interrupted or otherwise not taken seriously	Weak ⟷ Strong Notes:
Content	Collaboration meetings are a mechanism for teachers to improve instruction and build expertise	• Team members strategize and discuss effective instructional practices and brainstorm ways to refine practice • Student-level data is used to drive collaboration and action • Team members routinely analyze student work and teacher assignments to gauge instructional effectiveness • Team members observe and learn from model lessons	• No common instructional practices are identified to drive collaboration • Student-level data is rarely reviewed • Discussion of student behavior management, logistics, or school "housekeeping" issues take center stage	Weak ⟷ Strong Notes:
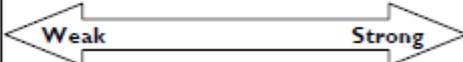
National Center on Time & Learning

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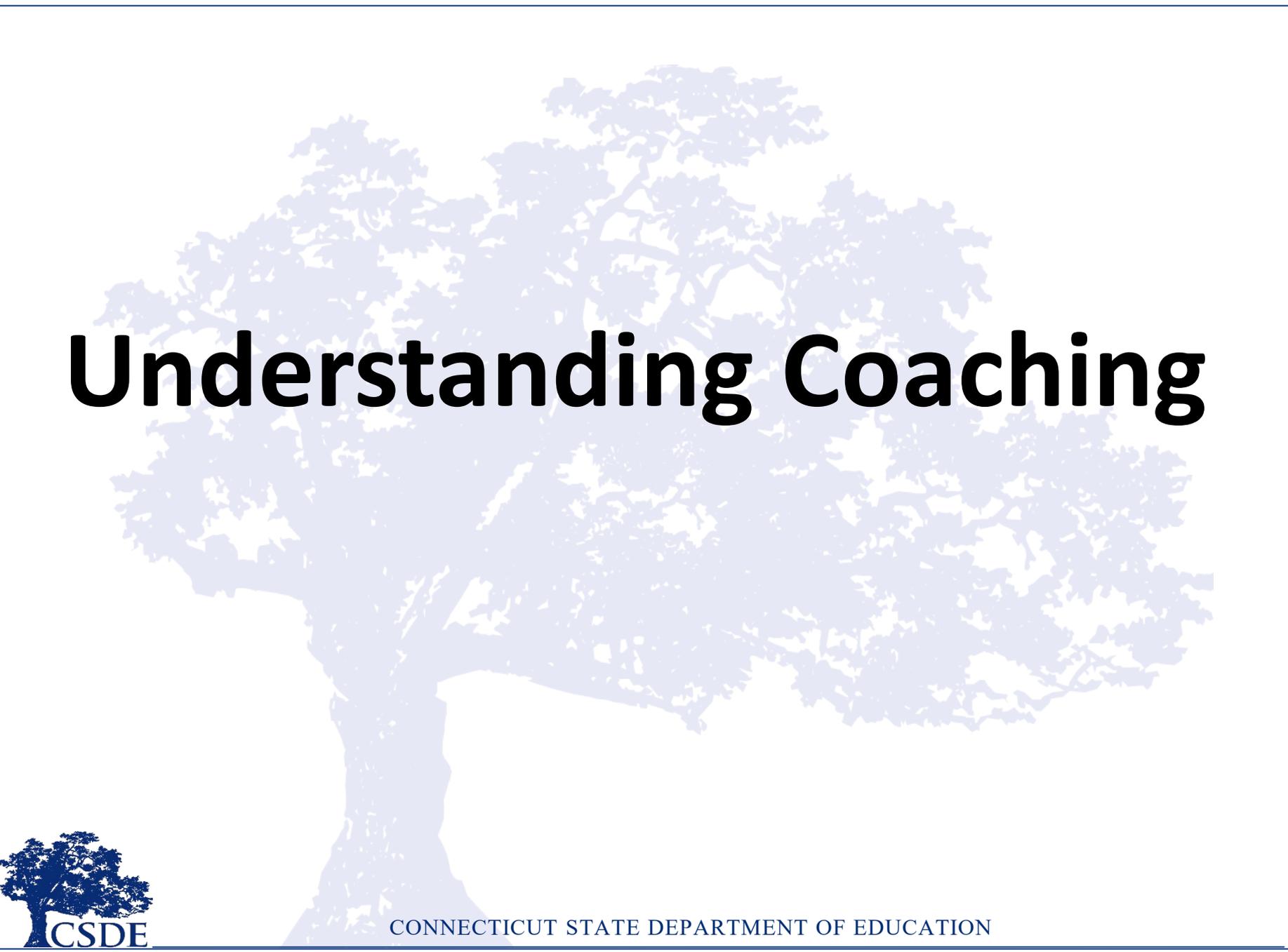
Understanding Coaching

What is an Instructional Coach?

An on-site professional developer who partners with educators to identify and assist with implementation of proven teaching methods.

Characteristics of an Instructional Coach

- Possesses a belief in growth mindset of learning

- Possesses teaching expertise

- Possesses strong coaching skills

- Possesses strong relationship skills

- Possesses content expertise

- Possesses strong leadership skills

Mathematics Instructional Coach

- Knowledge of the Mathematics

- Knowledge of the Students

- Knowledge of the Instructional Practices

- Knowledge of leading change and adult learners

What coaching is and isn't.

| A Coach is...	A Coach is *NOT...*
A colleague who observes teachers and offers feedback to improve teaching.	An administrator who evaluates teachers.
A colleague who co-plans with a teacher.	A colleague who plans lessons for a teacher.
A colleague who co-teaches or models a strategy.	A colleague who teaches a lesson without the teacher present.
A colleague who provides resources to a teacher.	A colleague who makes copies for teachers.
A colleague who listens and remains confidential.	A colleague that reports confidential conversations to the office.
A colleague who makes suggestions to improve instruction.	A colleague who teaches small groups or classes.
A colleague who assists teachers in looking at ways to use data to drive instruction.	A data analyst
A colleague who handles classroom discipline during co-teaching/modeling.	A semi-administrator who monitors students sent to the office for discipline reasons.
A colleague who facilitates professional development or provides training for staff.	A colleague who administers individual student assessments such as benchmarks.
A colleague who covers classes so a teacher can observe another teacher for short periods of time.	A substitute teacher.
	A paraprofessional.
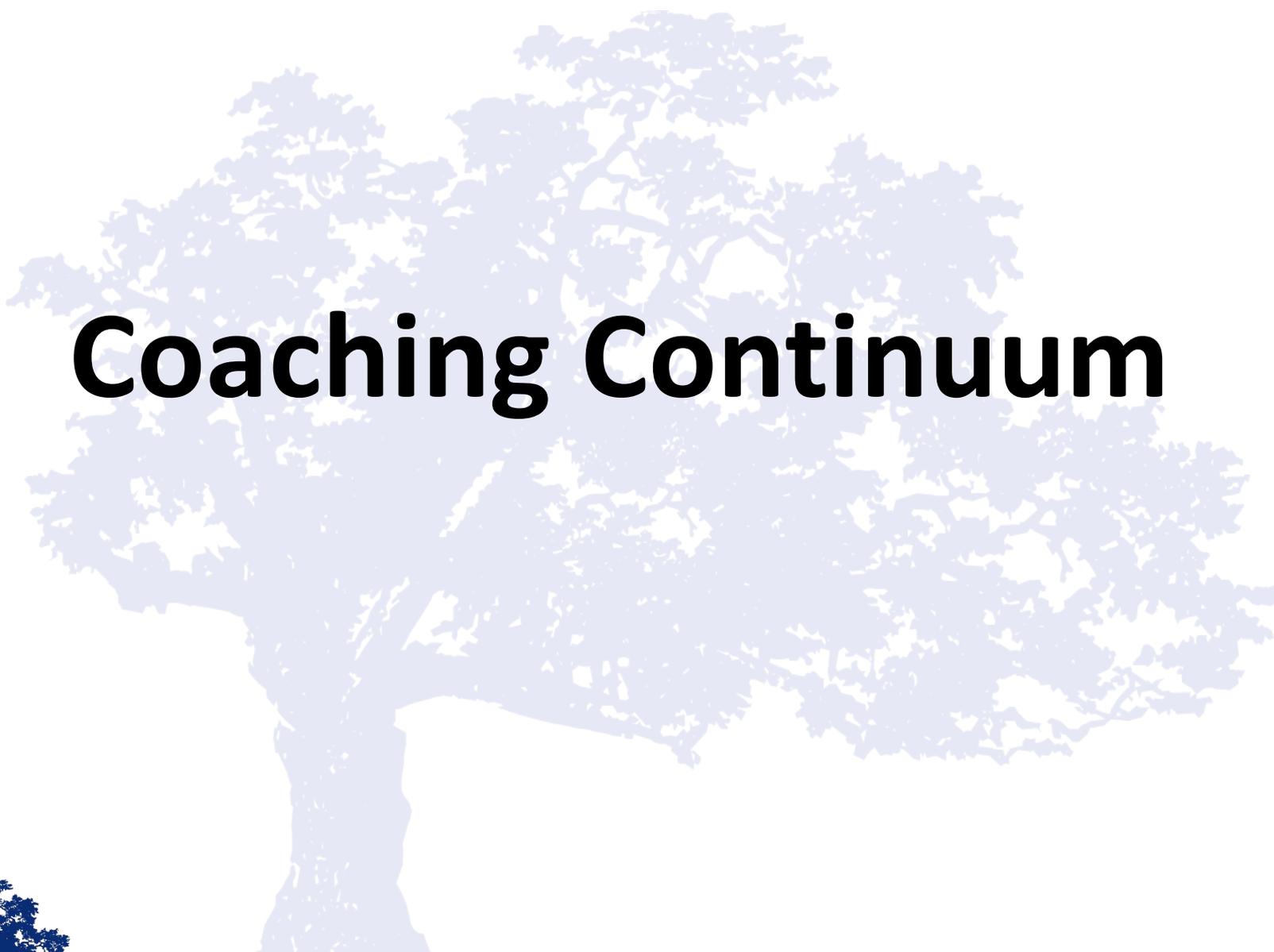
Coaching Continuum

Stances of Interaction

Administrator	Mentor		Coach
Evaluation	Consulting	The Bridge: Consulting/Coaching	Coaching – Data Driven
•The teacher is not willing to see his/her own problems. •Problematic situation with termination as a possible result. •The teacher does not own his/her problems in the classroom	•The teacher does not have the knowledge. •The teacher cannot see his/her own problems. •Lack of assessment of students and self.	•The teacher wants to make a change or try a new strategy; but is unsure and not willing to change mistakes along the way. •The teacher is in need of a friend for his/her own growth. •The teacher and coach both hold pieces of the knowledge and the combination will create a synergistic product. •The teacher is unaware of what is causing certain situations but through looking at data, he/she is able to take ownership of the situation and make the necessary changes.	•The teacher knows what objective (core and/or management) he/she wants to focus on and assessment (how he/she will know if students have the objective). •The teacher is an innovator – desiring to try new teaching strategies. •The teacher is concerned about meeting the various needs of his/her students.

*National Association of Elementary School Principals*

Growth Continuum

Little Growth → → → → → → → Maximum Growth

Evaluating
Dictating

Consulting
Telling and Showing

Bridge
Telling and Asking

Coaching
Asking

Collaboration
Sharing Peer to Peer

Telling (Directive)

Asking (Non-Directive)

Telling Someone What to Do

Solving Someone's Problems

Giving Advice

Offering Guidance

Asking Questions

Helping Another to Solve Their Own Problems

Administrator

Mentoring

Coaching

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Student-Centered vs. Teacher-Centered Coaching

More Impact on Student Learning		Less Impact on Student Learning
←		→
Student-Centered Coaching	Teacher-Centered Coaching	Relationship-Driven Coaching
Focus is on using data and student work to analyze student learning and collaborate to make informed decisions about instruction	Focus is on what the teacher is or is not doing and addressing it through coaching.	Focus is on providing support to teachers in a way that doesn't challenge or threaten them.
District curricula or programs are viewed as tools for reaching student learning objectives.	Implementing a specific curriculum or program is viewed as the primary objective of the coaching.	District curricula or programs are a part of the conversation and are shared as possible resources for teachers.
Trusting, respectful, and collegial relationships are a necessary component for this type of coaching.	Trusting, respectful, and collegial relationships are a necessary component for this type of coaching.	Congenial relationships are more common for this type of coaching.
Coach is viewed as a partner that supports the teacher to meet his or her goals for students.	Coach is viewed as a person who is there to hold teachers accountable.	Coach is viewed as a friendly source of support.

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# Coaching Heavy vs. Coaching Light

Coaching Heavy

- Goal is to improve teaching and learning

- Focus is on planning powerful instructions

- Includes curriculum analysis, data analysis, and instructional practice

- Teachers engage in more collaboration

- Feedback is around student learning results

Coaching Light

- Goal is to be appreciated

- Focus is on building and maintaining relationships

- Provides resources and avoids difficult conversations

- Teachers feel supported

- Feedback is around teacher behavior

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Student-Centered Coaching: A Guide for K-8 Coaches and Principals by Diane Sweeney 2011

Coaching Roles

The Principal's Role in Coaching

- To visibly honor the purpose of coaching and create structures to support it

- To build a culture of learning throughout the school

- To navigate the complexities of adult learning

- To hold teachers accountable for decisions made between teachers and coaches

- To support professional learning of coaches

Role of Instructional Coaches

- Data Coach
- Resource Provider
- Mentor
- Curriculum Specialist
- Instructional Specialist
- Classroom Supporter
- Learning Facilitator
- School Leader
- Catalyst for Change
- Learner

Taking the Lead: New Roles for Teacher Leaders and School-Based Coaches (Killion & Harrison, 2006)

Data Coach

- Assists individuals and teams in examining student data to design instruction to address needs

- Facilitates teachers understanding of data

- Helps teachers make curricular and instructional decisions based on the data

- Creates a blame-free environment

Resource Provider

- Offers resources that are not immediately available

- Identifies resources to meet the needs of all learners

- Provides models to support lesson and unit planning

Mentor

- Serves the needs of new teachers

- Acclimates teachers to professional norms, practices, and policies

- Provides advise to develop capacity to make decisions

- Understands the stages of teacher development

Curriculum Specialist

- Focuses on the what of teaching

- Understands the curriculum, pacing and scope and sequence

- Deepens teachers content knowledge

- Identifies what successful learning looks like

Instructional Specialist

- Focuses on how to teach

- Helps teachers choose appropriate instructional strategies that align with curriculum content

- Supports teachers in creating safe and productive learning environment

- Assists teachers in establishing classroom routines

Classroom Supporter

- Works side by side with teachers

- Engages in modeling effective teacher strategies and/or co-teaching

- Observes teachers and provides meaningful feedback

- Participates in planning with the teacher

Learning Facilitator

- Designs professional development opportunities

- Engages in inquiry and collaboration to determine needs

- Organizes professional learning communities

- Coordinates classroom visits

School Leader

- Contributes to school-wide reform initiatives

- Advocates for initiatives and assist teachers in implementing reform

- Walks a fine line between administration and teachers

Catalyst for Change

- Demonstrates dissatisfaction with status quo

- Commits to continuous improvement to meet clearly articulated goals

- Utilizes observation and inquiry to encourage analysis, reflection and appropriate change

Learner

- Engages in personal continuous development

- Attends professional learning opportunities

- Networks and problem solve in communities of practice

- Models learning

- Identifies personal strengths and areas of improvement
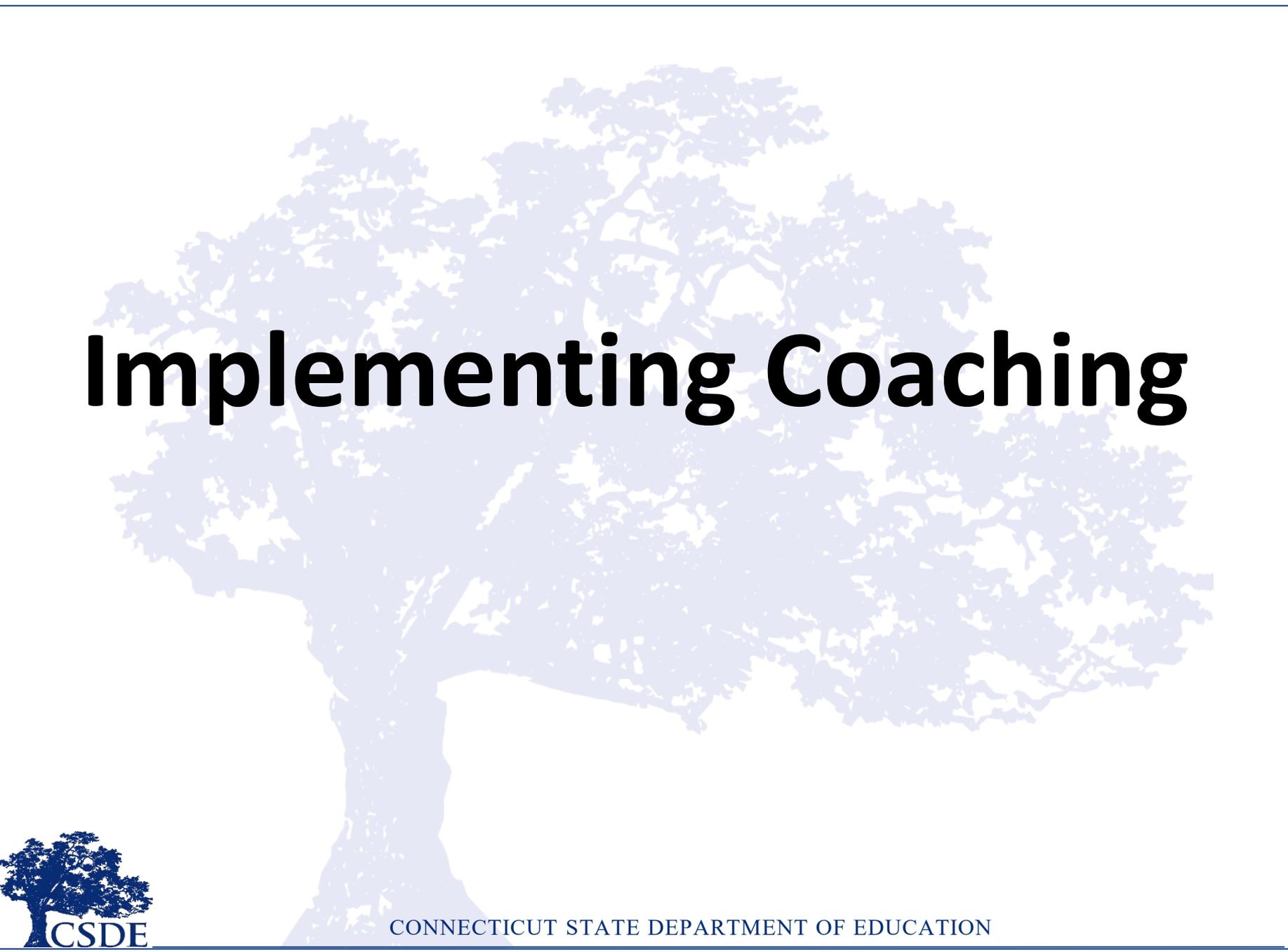
Implementing Coaching

The Coaching Cycle

Trenton Public Schools

Assess

- Gather evidence from a variety of resources
    - walkthrough data
    - assessment data

- Reflect on the data

- Identify strengths and weaknesses
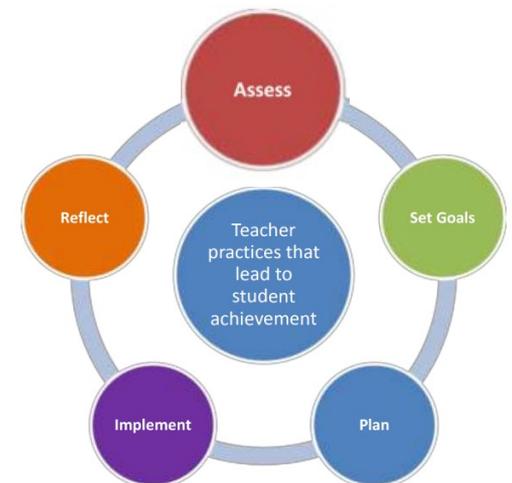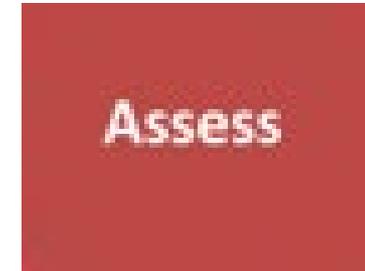
Assess

Set Goals

- Coach and teach determine goals

- Coach and teacher identify timeframe

- Coach aligns activities to the goal(s)
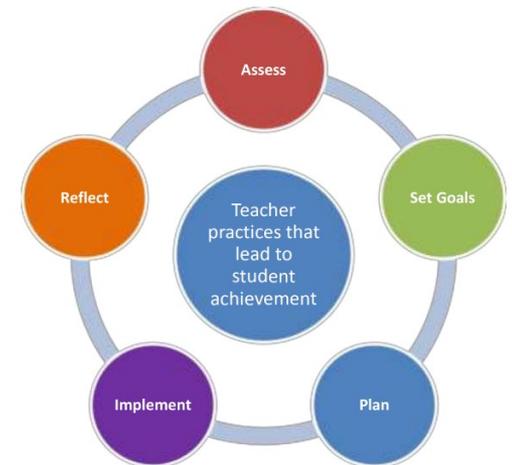
Plan

- Identify instructional needs

- Understand student needs

- Provide feedback on lesson plans

- Support to create/adapt materials
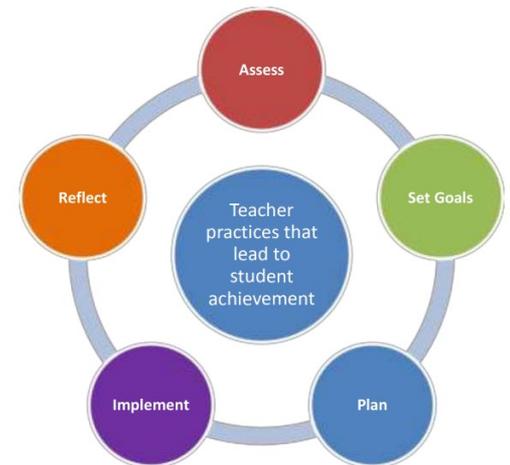
Implement

- Conduct walkthroughs

- Observe full lessons

- Engage in research-based teaching practices

- Model lessons

- Provide feedback
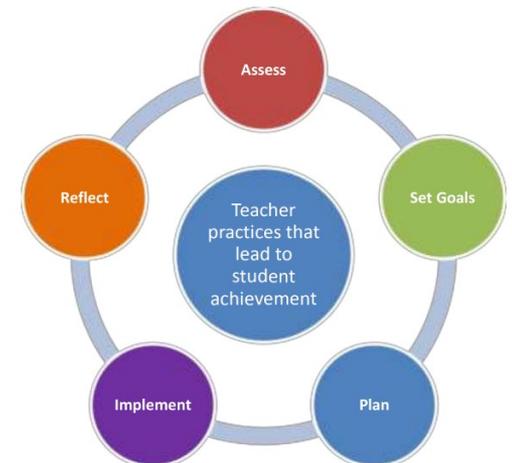
Reflect

- Reflect on progress towards goals

- Review student achievement data

- Adjust action plan and goals as needed
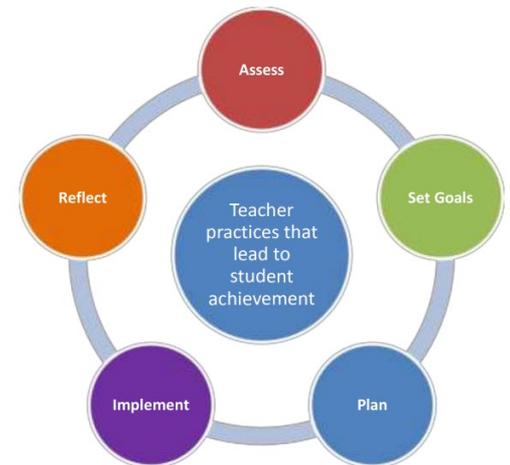
Seeing It In Practice

Coaching Video

As you watch the video, think about the following:

- Was this coach coaching heavy or light?
- Was this student-centered or teacher-centered coaching?
- How did the specific components of the coaching cycle benefit the teacher?
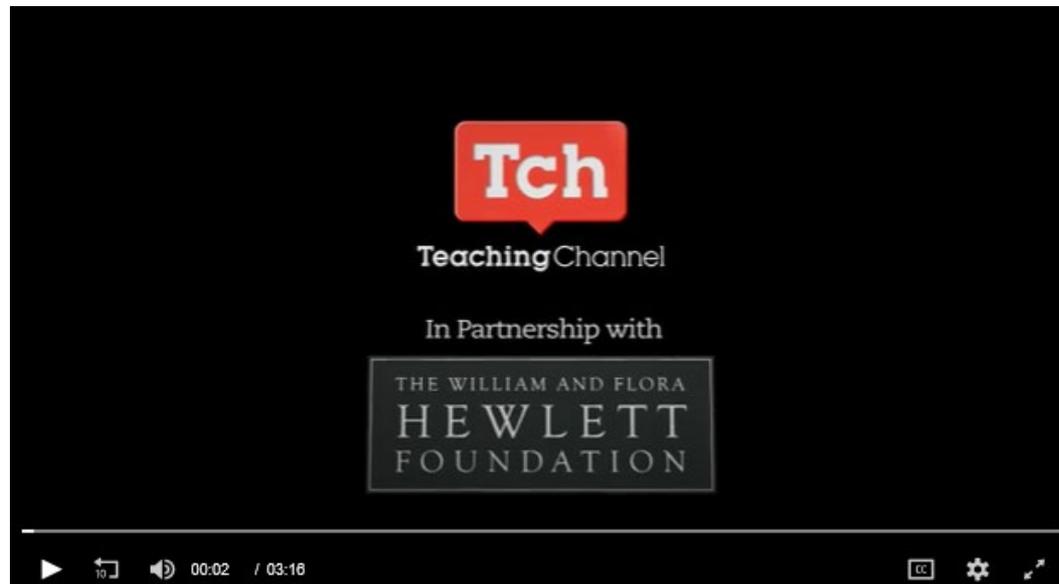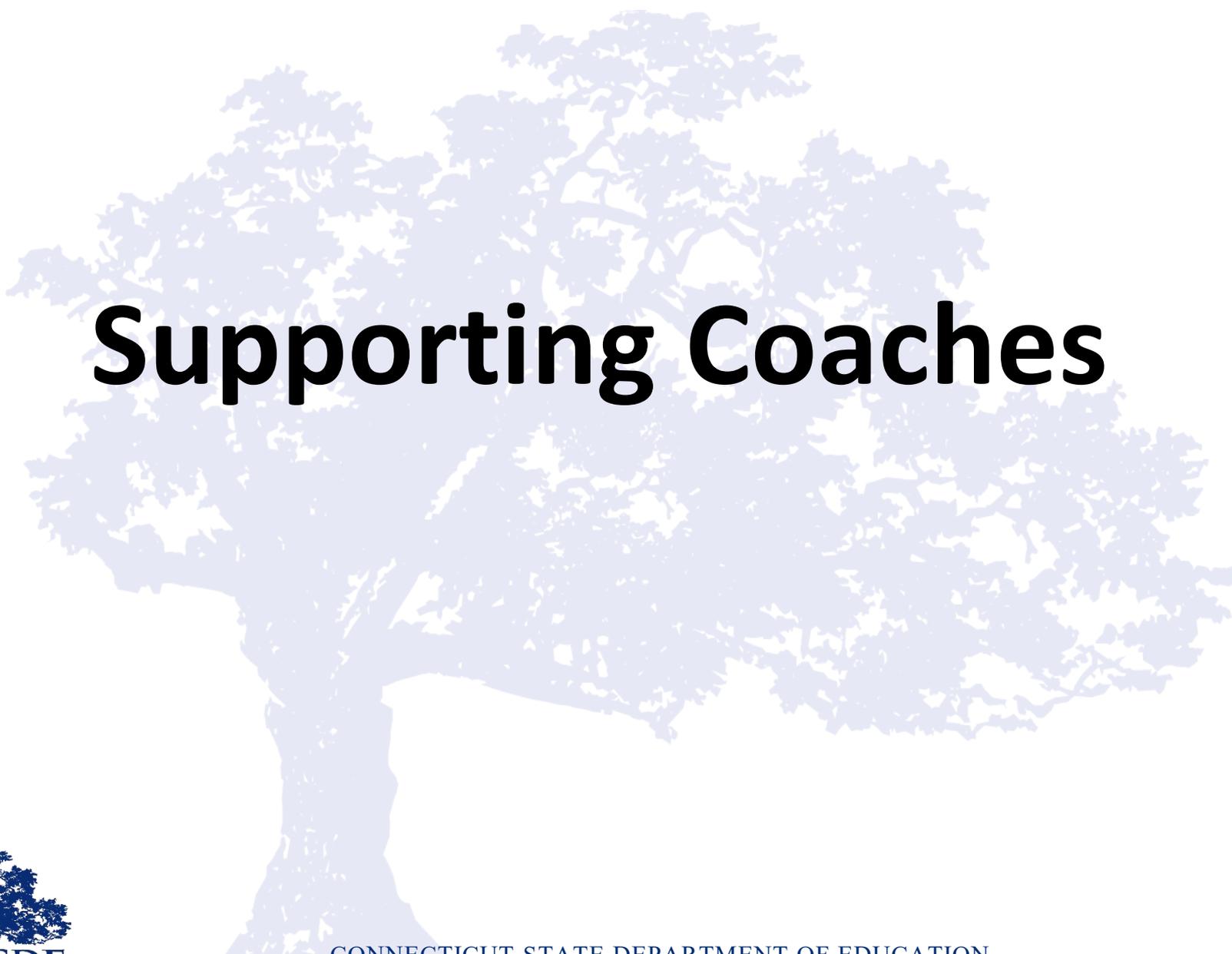
Supporting Coaches

Principal Actions of Support

- Communicate support for the coach
- Schedule collaborative time with coaches and teachers
- Arrange staff development
- Lead study groups
- Co-facilitate staff development
- Learn about what the coach has to offer
- Make time to meet frequently with the coach

Coach and Principal Relationship

- Principal and teacher need to be on the same page

- Principal and teacher need to have a shared understanding of teachers needs

- Principal and teacher need to have a shared vision about school improvement

Reflecting on Current Practice and Planning for Success

Activity 6

- Read the article, *Principals Boost Coaching's Impact,* which summarizes todays workshop

- Complete Activity 6

- Share out of today's take-aways

Resources on Principal-Coach Relationship

Activity 6

- [Center for the Collaborative Classroom](#)

- [Learning Forward](#)

- [ASCD](#)

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Thank You

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