

13th Annual

Thinking & Learning Conference

JAN HOEGH

Sunday 22 May

Coaching Classroom Instruction
Session 3

MELBOURNE

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As well as a bachelor of arts in elementary education and a master of arts in educational administration, Jan has also earned a specialisation in assessment from the University of Nebraska-Lincoln.

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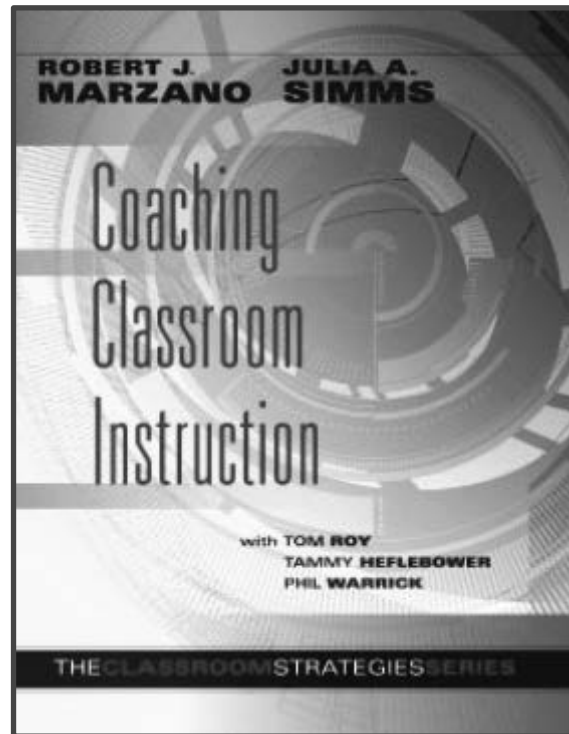
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CODE: MELJH0303
0516

Coaching Classroom Instruction



May 2016

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Associate Vice President**




Research and Theory

Chapter 1, pages 3-18

Main Ideas	Notes
Introductory Paragraphs (page 3)	
Definition of “coach” (page 4)	
Benefits of Coaching (page 6)	
Goals of Coaching (page 8)	
Trust (page 10)	
Feedback (page 10)	
Choice (page 11)	

“THE ART AND SCIENCE OF TEACHING”

Lesson Segments Involving Routine Events	Lesson Segments Addressing Content	Lesson Segments Enacted on the Spot
<p><i>Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?</i></p> <ol style="list-style-type: none"> 1) Providing Clear Learning Goals and Scales to Measure those Goals 2) Tracking Student Progress 3) Celebrating Student Success 	<p><i>Design Question 2: What will I do to help students effectively interact with the new knowledge?</i></p> <ol style="list-style-type: none"> 6) Identifying Critical Information 7) Organizing Students to Interact with New Knowledge 8) Previewing New Content 9) Chunking Content into “Digestible Bites” 10) Processing of New Information 11) Elaborating on New Information 12) Recording and Representing Knowledge 13) Reflecting on Learning 	<p><i>Design Question 5: What will I do to engage students?</i></p> <ol style="list-style-type: none"> 24) Noticing and Reacting when Students are Not Engaged 25) Using Academic Games 26) Managing Response Rates 27) Using Physical Movement 28) Maintaining a Lively Pace 29) Demonstrating Intensity and Enthusiasm 30) Using Friendly Controversy 31) Providing Opportunities for Students to Talk about Themselves 32) Presenting Unusual or Intriguing Information
<p><i>Design Question 6: What will I do to establish and maintain classroom rules and procedures?</i></p> <ol style="list-style-type: none"> 4) Establishing Classroom Routines 5) Organizing Physical Layout of the Classroom for Learning 	<p><i>Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?</i></p> <ol style="list-style-type: none"> 14) Reviewing Content 15) Organizing Students to Practice and Deepen Knowledge 16) Using Homework 17) Examining Similarities and Differences 18) Examining Errors in Reasoning 19) Practicing Skills, Strategies, and Processes 20) Revising Knowledge 	<p><i>Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?</i></p> <ol style="list-style-type: none"> 33) Demonstrating “Withitness” 34) Applying Consequences 35) Acknowledging Adherence to Rules and Procedures
	<p><i>Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?</i></p> <ol style="list-style-type: none"> 21) Organizing Students for Cognitively Complex Tasks 22) Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing 23) Providing Resources and Guidance 	<p><i>Design Question 8: What will I do to establish and maintain effective relationships with students?</i></p> <ol style="list-style-type: none"> 36) Understanding Students’ Interests and Backgrounds 37) Using Behaviors that Indicate Affection for Students 38) Displaying Objectivity and Control
		<p><i>Design Question 9: What will I do to communicate high expectations for all students?</i></p> <ol style="list-style-type: none"> 39) Demonstrating Value and Respect for Low Expectancy Students 40) Asking Questions of Low Expectancy Students 41) Probing Incorrect Answers with Low Expectancy Students

The Process of Writing Growth Goals

After complete the personal profile, the teacher will be able to identify elements for which he scored himself as Beginning (1) or Not Using (0). From these elements, the teacher should select several to become growth goals. We recommend that a teacher limit himself or herself to working on one element every three months. For example, if a teacher was setting growth goals for an entire school year (typically nine months), he or she might select three elements to work on.

Please practice writing a growth goal or two:

1.

2.

Chapter 2 Questions

- 1) Describe the model of effective teaching presented in this chapter. How do the lesson segments, design questions, and elements fit together?

- 2) Explain the key differences between each level of the scale presented in this chapter. What does a teacher need to do to move from Not Using (0) to Beginning (1)? Beginning (1) to Developing (2)? Developing (2) to Applying (3)? Applying to Innovating (4)?

- 3) List teacher actions and coach actions for each of the four steps of the self-audit. What type of feedback should the coach offer during each step?

- 4) For each level of the scale, describe actions that a coach can take to help a teacher move to the next level and teacher responses that show they have progressed to the next level.

Sample Coaching Questions

1. What were the strengths of this lesson?
2. Would you change anything about this lesson?
3. What about this lesson made it a success?
4. If you do this lesson again, what will you change?
5. Based on this lesson, what are your next instructional steps?
6. How can I support you as you continue with planning for instruction?
7. In your opinion, how did this lesson go?
8. How do you know that your students attained the lesson objective?
9. Where in this lesson were your students most engaged?
10. How did your students react to the lesson and is it what you expected from them?
11. If you could take a part of the lesson to do over again, what would it be?
12. Which additional resources could you use to enhance the lesson?
13. In your opinion, how did the lesson go?
14. How do you know the lesson objectives were met?
15. What did you observe about your students during the lesson?
16. How will you proceed following this lesson to maximize the learning of all your students?
17. What modifications would you make to improve this lesson?
18. Is there anything specific about your teaching that you want to improve?
19. Did you think all students were engaged throughout the lesson? What could be done differently to engage all students?
20. Was your assessment tool an adequate indication of student achievement? Are there changes needed?
21. Do you think that the lesson met the learning goal? How do you know?
22. If you could reteach this lesson, what would you change?
23. What evidence do you have to show the students learned?
24. How did the students' performance meet your lesson expectation(s)?
25. Which part of the lesson do you think was the most effective?
26. Which part of the lesson felt the most challenging?
27. How could (will) you build on to this lesson?
28. Which strategy(ies) that you used worked well with your students?
29. Did you do anything differently than you intentionally planned?

Ineffective vs. Effective Feedback

Ineffective Notes

- Enjoyed it!
- The kids are so lucky to have you.
- Thanks for inviting me!
- Keep up the good work.
- Nice dress.

Effective Notes

- **Name It:** A statement that identifies the teacher behavior or strategy.
- **Describe It:** A quote or literal description of what the teacher did (documentation).
- **Tell Why It's Good:** A statement of what the teacher's behavior accomplished.
- **Value Statement:** A sentence or phrase that tells the reader what the writer thought of the behavior.

Sample A

- **Name It:** Today we saw you using partner responses and sentence stems.
- **Describe It:** You said, "A's turn to your partner and tell them what you might be reluctant to do. Start by saying *I might be reluctant to...*"
- **Tell Why It's Good:** By having students tell the answer to their partners, you were able to engage more students in the lesson. In addition, giving them a sentence stem helped them interact with the new word.
- **Value Statement:** Great student engagement technique!

Sample B

- **Name It:** Today we noticed that you had proficiency scales posted in your classroom.
- **Describe It:** The scales clearly stated the knowledge and skills students had to demonstrate regarding their understanding of atmospheric processes and the water cycle.
- **Tell Why It's Good:** By sharing these scales, your students are aware of what they have to know and do during this unit of study.
- **Value Statement:** Continue to do this! It causes your students to take ownership in their own learning.

Ideas for Value Statements

- Continue to involve as many students as possible during reading time!
- Keep it up; we're sure to get readers!
- Continue with this strategy, it will lead to greater comprehension about the concept.
- Continue to do this! It's an effective way to keep the students involved in the story.
- Continue to stimulate their thinking with this effective strategy!
- I'm so proud of you! Keep up the hard work!
- Keep monitoring for success!
- Keep modeling! The narratives will be great!
- Keep it up! You're off to a great start!
- High expectations = high results!
- Great technique!
- Compliments to you!
- Smart strategy!

Adapted from Dr. Ernie Stachowski, Administrator & Coach Training, 1998-2003
April Kelley, Reading & Writing Consultant, ESU 6, 2011

Try it

Imagine that you just finished observing a teacher that was teaching a comprehension strategy lesson. She was teaching the students how to summarize. She used a poster that contained a student-friendly definition of summarizing. It said, "Summarizing is using your own words to tell only the most important ideas." It also contained 4 important steps to summarizing. She explained the definition of summarizing, had the students repeat the definition of summarizing and then explained the steps involved. She then modeled the use of the strategy with a think aloud and the important steps. After that, the students practiced summarizing a paragraph with her as she was guiding them through the process with questions. Last, she reviewed the important steps in summarizing and gave the students a paragraph to have them summarize on their own.

Practice writing a feedback note to this teacher...

- **Name It:** I saw...

- **Describe It:** You...

- **Tell Why It's Good:** By doing this... or Because of this...

- **Value Statement:** Keep...

Adapted from Dr. Ernie Stachowski, Administrator & Coach Training, 1998-2003
April Kelley, Reading & Writing Consultant, ESU 6, 2011

Observation Scenario*All about Ms. Lewis:*

Ms. Lewis is in her 15th year of teaching. She began her teaching career in a rural school district, where she taught for seven years. Her last 7½ years of teaching have been in Sunnysdale School District. She is not a traditional teacher in that her students almost seem to run the classroom themselves. They are very engaged in their work and appear to help one another. Ms. Lewis has few discipline problems.

Ms. Lewis has the respect of her peers, although most of them don't really understand how she runs her classroom. They know that she spends many hours at school after the required teacher dismissal time, and that she also takes a great deal of work home with her. She is often put on school committees because she seems to be able to get along with most of the teachers and is seen as a leader.

In multiple observations of Ms. Lewis's classroom, you can tell that she has a deep respect for her students and that there is a definite adherence to classroom rules and procedures.

Observation Notes:

When I entered the classroom, I took a seat in the back of the room. The students barely noticed my entrance, maintaining their engagement in the lesson. I noticed that the walls of the classroom showed student work as well as evidence of student progress, with artifacts depicting current curriculum.

Ms. Lewis clearly had classroom rules and procedures in place. Students were seated at their tables when I arrived. At one point during the lesson they were asked to move to their collaboration groups. They did this quietly, quickly, and efficiently, with little additional talking. Once in these groups, students followed a routine procedure for working in groups with only a short reminder from Ms. Lewis as to their roles and the task. She praised the manner in which they moved to their groups and individual students who were called upon to repeat the task before they began their work.

As the students completed their task, they were asked to use their individual student notebooks to elaborate on information that was new to them and make inferences about that information. As the individual work time began, I overheard one student say to another, "I don't get what we are supposed to write in our notebooks, do you?" When I had an opportunity to talk to individual students, several were able to explain the learning goal of their lesson and how the activity related, but others could not. Additionally, several students could not articulate why they made the inferences they did. In fact, when I asked one student to share what he wrote in his notebook, he said, "You can read it, but I had no idea of what I was supposed to be doing."

Task:

Review Ms. Lewis's self-audit and the information above. Discuss with your group elements of celebration and elements for consideration of improvement for the next coaching conversation you will have with Ms. Lewis to help her develop her plan.

REPRODUCIBLE

Teacher Self-Ratings on the Personal Profile

Lesson Segments Involving Routine Events					
<i>Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?</i>					
Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
1. What do I typically do to provide clear learning goals and scales (rubrics)?				X	
2. What do I typically do to track student progress?			X		
3. What do I typically do to celebrate success?			X		
<i>Design Question: What will I do to establish and maintain classroom rules and procedures?</i>					
Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
4. What do I typically do to establish and maintain classroom rules and procedures?		X			
5. What do I typically do to organize the physical layout of the classroom?		X			
Lesson Segments Addressing Content					
<i>Design Question: What will I do to help students effectively interact with new knowledge?</i>					
Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
6. What do I typically do to identify critical information?	X				
7. What do I typically do to organize students to interact with new knowledge?	X				
8. What do I typically do to preview new content?	X				

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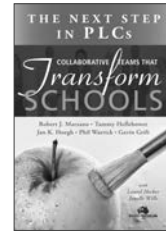
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Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
9. What do I typically do to chunk content into digestible bites?		X			
10. What do I typically do to help students process new information?		X			
11. What do I typically do to help students elaborate on new information?			X		
12. What do I typically do to help students record and represent knowledge?		X			
13. What do I typically do to help students reflect on their learning?				X	
<i>Design Question: What will I do to help students practice and deepen their understanding of new knowledge?</i>					
Element	4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
14. What do I typically do to review content?		X			
15. What do I typically do to organize students to practice and deepen knowledge?		X			
16. What do I typically do to use homework?		X			
17. What do I typically do to help students examine similarities and differences?		X			
18. What do I typically do to help students examine errors in reasoning?				X	
19. What do I typically do to help students practice skills, strategies, and processes?		X			
20. What do I typically do to help students revise knowledge?		X			

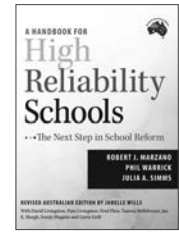
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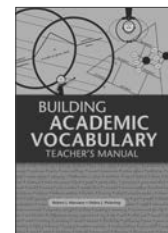
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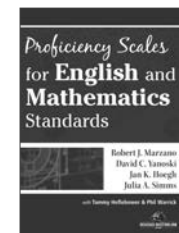
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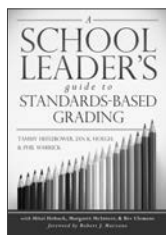
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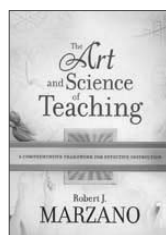
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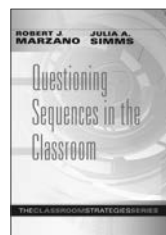
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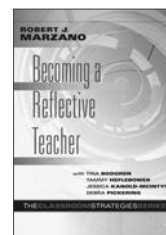
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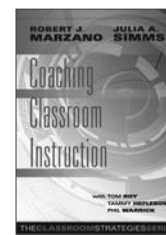
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