

EFFECTIVE COACHING STRATEGIES FOR INDUCTION PHASE TEACHERS AND LEADERS

GaTAPP
Middle Georgia RESA



Starting with **ACADEMIC LANGUAGE**

- The meaning of our shared terminology must be clear!
- GaTAPP “**Supervisors**” at Middle Georgia RESA long ago adopted a new title!
- A good example of “verbal irony”! Little did we know how our role would evolve...

Coachervisor

GLOSSARY . . . just like *edTPA*!

- The “Mother Rule” for GaTAPP (505-3-.05) mandates the creation of a Candidate Support Team (CST) for each teacher candidate which must include:
 - Building administrator
 - GaPSC certified school-based mentor or teaching coach
 - **SUPERVISOR** employed by the GaPSC-approved Educator Preparation Provider (EPP).

So...Here’s the definition of “**SUPERVISOR**”... The EEP Supervisor must:

- ✓ “Supervise and assess the candidate’s performance and coordinate results with observations and assessments by other CST members.”
- ✓ Measure each individual teacher candidate’s performance by “using common state-approved assessments and multiple EPP-specific program assessments....”

GLOSSARY . . . just like *edTPA*!

Here's another term to define – **COACH**.

According to the *Cambridge Dictionary*, a “**COACH**” is “an expert who trains someone in learning or improving a skill, esp. one related to performing.”

The definition is missing an essential element for successful coaching. Marva Collin's explanation defines it best.

“**Building relationships is like opening a checking account. You have to make deposits before you can make withdrawals.**”

BUILDING RELATIONSHIPS!

GLOSSARY . . . just like “edTPA”!

Jim Knight explains what makes instructional coaching work.

“The key to a successful coaching program is a trusting relationship between teachers and coaches.... Coaching is confidential, non-evaluative, and supportive.”

Knight, Jim. 2007. *Instructional Coaching: A Partnership Approach to Improving Instruction.*

Trust
Confidentiality
Support
Not Evaluation



Make “Emotional Connections”

- Listen
- Share Stories, Laugh, Empathize
- Offer Encouragement
- Reveal Yourself as a Real, Caring Person



THE BASICS – What a Coach Does to Build Trust



- ✓ Respects teachers
- ✓ Maintains confidentiality
- ✓ Is non-evaluative
- ✓ Develops an action plan, related to a specific goal, around which the coaching work is focused
- ✓ Facilitates mutual learning through reflective conversations
- ✓ Encourages teachers to take risks

Valerie Bolling. Greenwich Public Schools.
www.greenwickschools.org

The Kansas Coaching Project: “THE PARTNERSHIP PHILOSOPHY”

- Equal Partners
- Teacher’s Voice in What and How They Learn
- Development and Respect for Their Voice (point of view)
- Authentic Dialogue (learning together)

VOICE = Point of View

- Reflection
 - Make sense of the learning
 - Consider ideas before adopting them
- Praxis
 - Applying learning to real-life practice
- Reciprocity
 - Get back as much as you give
 - Grow by...
 - Learning about the classroom
 - Observing the strengths/weaknesses of current practices
 - Develop a variety of perspectives about a teaching strategy

Classification of the Coach's Duties

▪ The Big Four *Jim Knight*

- Content
- Instructional Practices
- Assessment for Learning
- Classroom Management

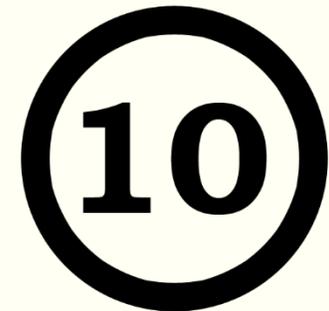


The Framework In
Which to Share
Teaching Strategies



▪ The Ten Roles *Joellen Killion*

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



Middle GA RESA's GaTAPP Requirements

- Content GACE
- “Essentials of Effective Teaching” (80-hour required course)
- State-Required Coursework
- 10 Seminars
- 5 Field Experiences
- 10 Reflective Journals
- Portfolio/edTPA
- Observations by Mentor
- Observations by “Coachervisor”

So What is Our “Coachervisor” Model?

- Advisement
- Direct Instruction
- Modeling (and More Direct Instruction)
- Observations Of and By Candidates
- One-on-one Conferencing
- Specific Feedback



**Georgia Professional
Standards Commission**

Protecting Georgia's Higher Standard of Learning

Dialogical Conversations – Shared Meaning of Terms

“Coachervisor” Model Terms...

- Direct Instruction
 - Clarify
 - Synthesize
 - Break Down
 - See Through the Teacher’s Eyes
 - Simplify

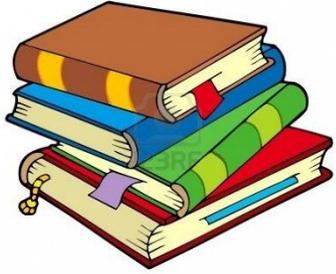


Examples of Direct Instruction

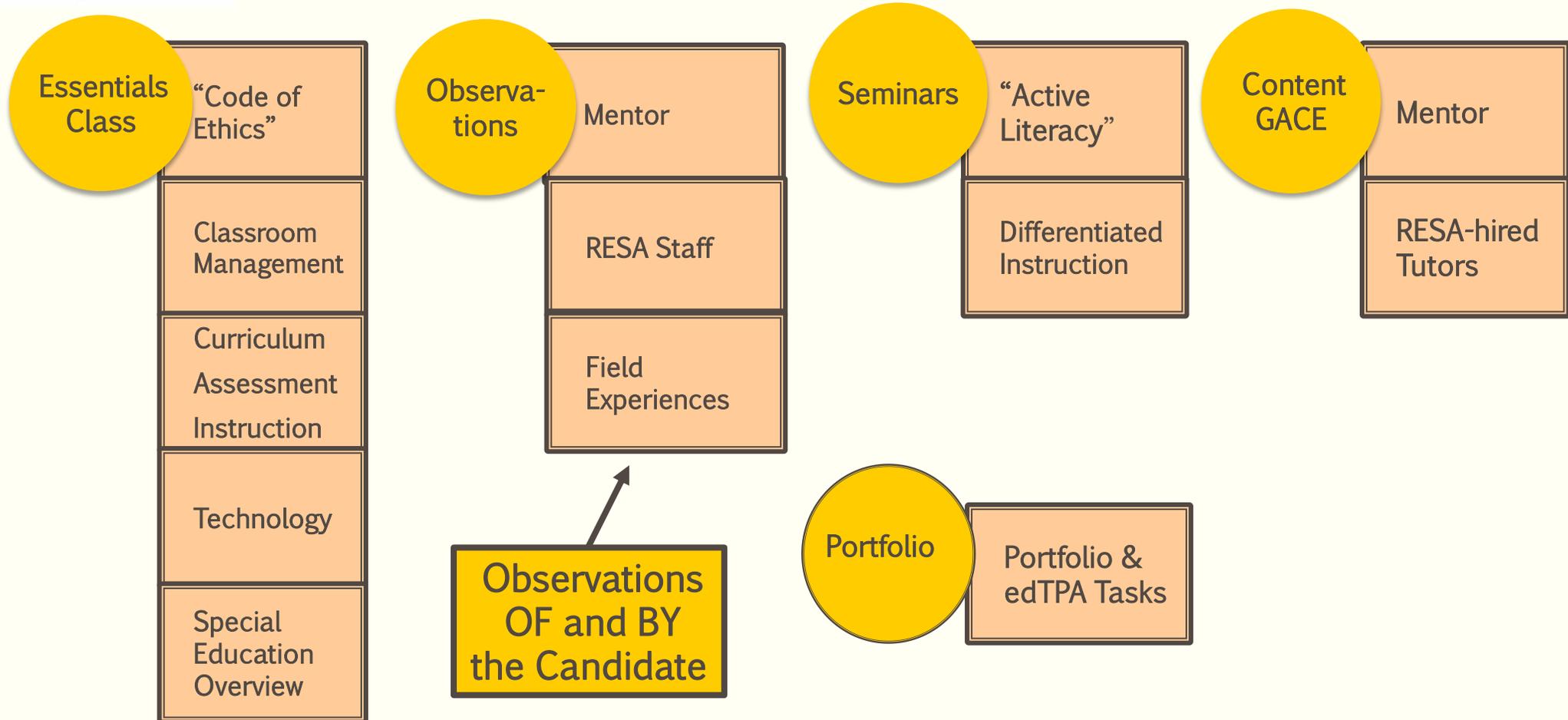
- Essentials Class Assignments
- Portfolio Assignment Guides
- Seminar Assignments
- Research/Researchers on Effective Practices



- Observations
 - Observation Form Must List Critical Behaviors Expected of the Teacher
 - IC Should Keep a Journal of Recorded Notes
- Feedback
 - Feedback Should Be Delivered Quickly
 - Feedback Should Refer to Teacher’s Actual Behavior, Not Attributes
 - Feedback Should Describe the Observer’s Experience with the Teacher



The Big Four – Focus #1: Content



(Sample) Danielson Rubric – Domain 3: Instruction



	Unsatisfactory	Basic	Proficient	Distinguished
Expectations for learning	Teacher’s purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and Procedures	Teacher’s directions and procedures are confusing to students.	Teacher’s directions and procedures are clarified after initial student confusion.	Teacher’s directions and procedures are clear to students.	Teacher’s directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s explanation of content is imaginative and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.

(Excerpt) NCR Observation Form for Written Comments

DOMAIN 3: INSTRUCTION			
Component	Elements	Score	Comments
U=Unsatisfactory	B=Basic	P=Proficient	D=Distinguished
3a. Communicating with Students	<ul style="list-style-type: none"> • Expectations for Learning • Directions & Procedures • Explanations of Content • Use of Oral & Written Language 		



Critical Teaching Behaviors Are Identified.

RESA staff write in a score (letter) for each element and use the last column to record “glow” and “grow” statements specific to the observed lesson.

There is also space at the bottom of the form for additional comments and questions.

(Sample) Standards-based Lesson Plan Guide

Grade/ Subject/ Unit Title			
Standard(s) and Element		Warm-up/Bellringer (10 min. or less)	
Essential Question(s)		Opening Activity/Strategy ____ Minutes	
Central Focus		Work Session ____ minutes *Guided Practice *Independent Practice	
Assessment: Formative/Summative (formal and informal assessment) Include HOT questions		Closure/Summarizing Strategy ____ minutes	<div style="border: 2px solid black; padding: 10px; transform: rotate(-5deg); color: red; font-weight: bold;"> (Actual form is only 2 columns. Condensed to fit slide.) </div>
Materials/ Resources Technology		Differentiated Instruction (Planned Supports)	
Vocabulary			<i>Whole group: Groups of students: Individual students: Students with IEPs or 504s:</i>

(Sample) Assignment: Written Commentary on Planning

Planning Commentary

1. Describe the central focus for the content you will teach in this learning segment.
2. Describe what you know about your students with respect to the central focus.

Prior learning and prerequisite skills- What do your students know? What can they do?

Personal/cultural assets- What do you know about your students' everyday experiences, cultural backgrounds and interests?

3. Describe how you will support student learning. (*Use principles from theory or research to support your explanations.)

Tasks and materials- How does your understanding of students' prior learning and personal/cultural assets guide your choice or adaptation of learning tasks and materials?

Assignment: Written Commentary (continued)

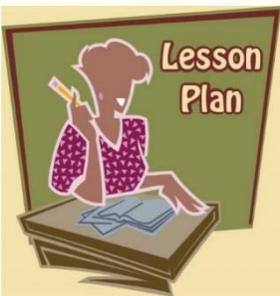
Instructional strategies and planned supports- What instructional strategies and instructional supports will you use to address the needs of the whole class, individuals, and/or groups of students with specific learning needs?

Common errors or misunderstandings related to your central focus- What errors or misunderstandings do you anticipate your students will have? How will you address these?

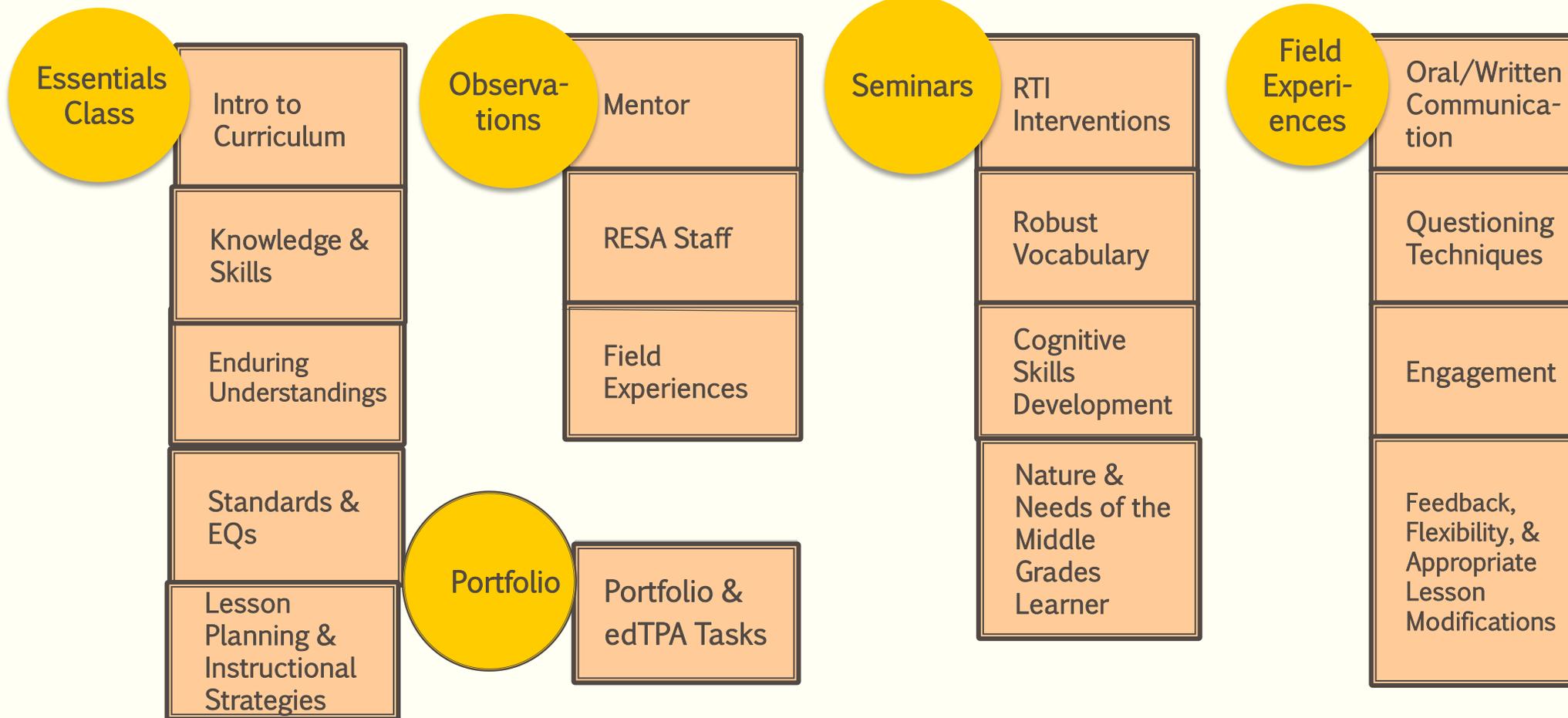
4. Describe how you will monitor student learning.

Formal and Informal assessments- How will your planned assessments provide evidence of students' abilities related to the central focus?

Design and adaptation- How does the design or adaptation of your planned assessment allow for students with specific needs to demonstrate their learning?



The Big Four – Focus #2: Instructional Practices



(Sample) Portfolio Assignment

Instructional Strategies

Identify the instructional strategies you typically use in your daily instruction. Place a check mark (✓) by these frequently used methods. (Select from both tables below.)

<input type="checkbox"/>	Lecture	<input type="checkbox"/>	Brainstorming	<input type="checkbox"/>	Note-taking
<input type="checkbox"/>	Demonstrations	<input type="checkbox"/>	Student-initiated Inquiry	<input type="checkbox"/>	Graphic Organizers
<input type="checkbox"/>	Presentations	<input type="checkbox"/>	Socratic Seminar	<input type="checkbox"/>	Research

Marzano's Nine Instructional Strategies

<input type="checkbox"/>	Identifying Similarities & Differences	<input type="checkbox"/>	Cooperative Learning
<input type="checkbox"/>	Summarizing & Note Taking	<input type="checkbox"/>	Setting Objectives & Providing Feedback
<input type="checkbox"/>	Reinforcing Effort & Providing Recognition	<input type="checkbox"/>	Generating & Testing Hypotheses
<input type="checkbox"/>	Homework & Practice	<input type="checkbox"/>	Cues, Questions, & Advance Organizers
<input type="checkbox"/>	Non-linguistic Representations	<input type="checkbox"/>	

Requires self-assessment, choice of an untried strategy, and rationale for choice.



(Sample) Portfolio Assignment (continued)

Identify 2 strategies you use most often and explain why you use them.

Strategy	Rationale
1.	
2.	

Grade yourself. How much variety do you build into your lessons?

1	2	3	4	5
Frequent changes to engage students				Use of same activities day after day

Identify one of Marzano's Nine Instructional Strategies to add to your instructional toolbox.

For "Distinguished" credit, explain why you chose the Marzano strategy named above. What lesson improvements (and student performance improvements) do you expect?

(Sample) Interactive Notebooks to Capture Essentials Content

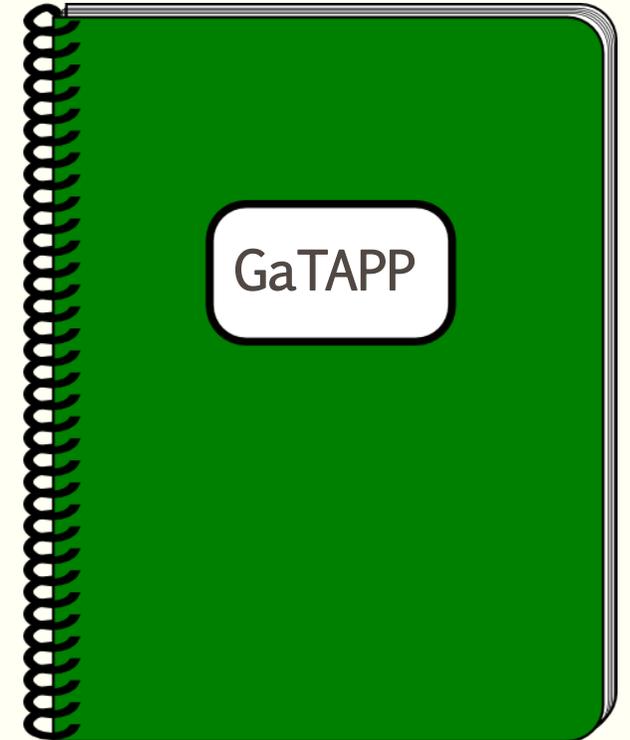
Left Page

- Information side- you write or glue information given in class
- Purpose- Input from today's activities (receptive language)

Notebook Know How

Right Side

- Personal Side- You interact in a personal and unique way (be colorful and creative)
- Purpose- Output -Focus and reflect on today's activity (productive language)

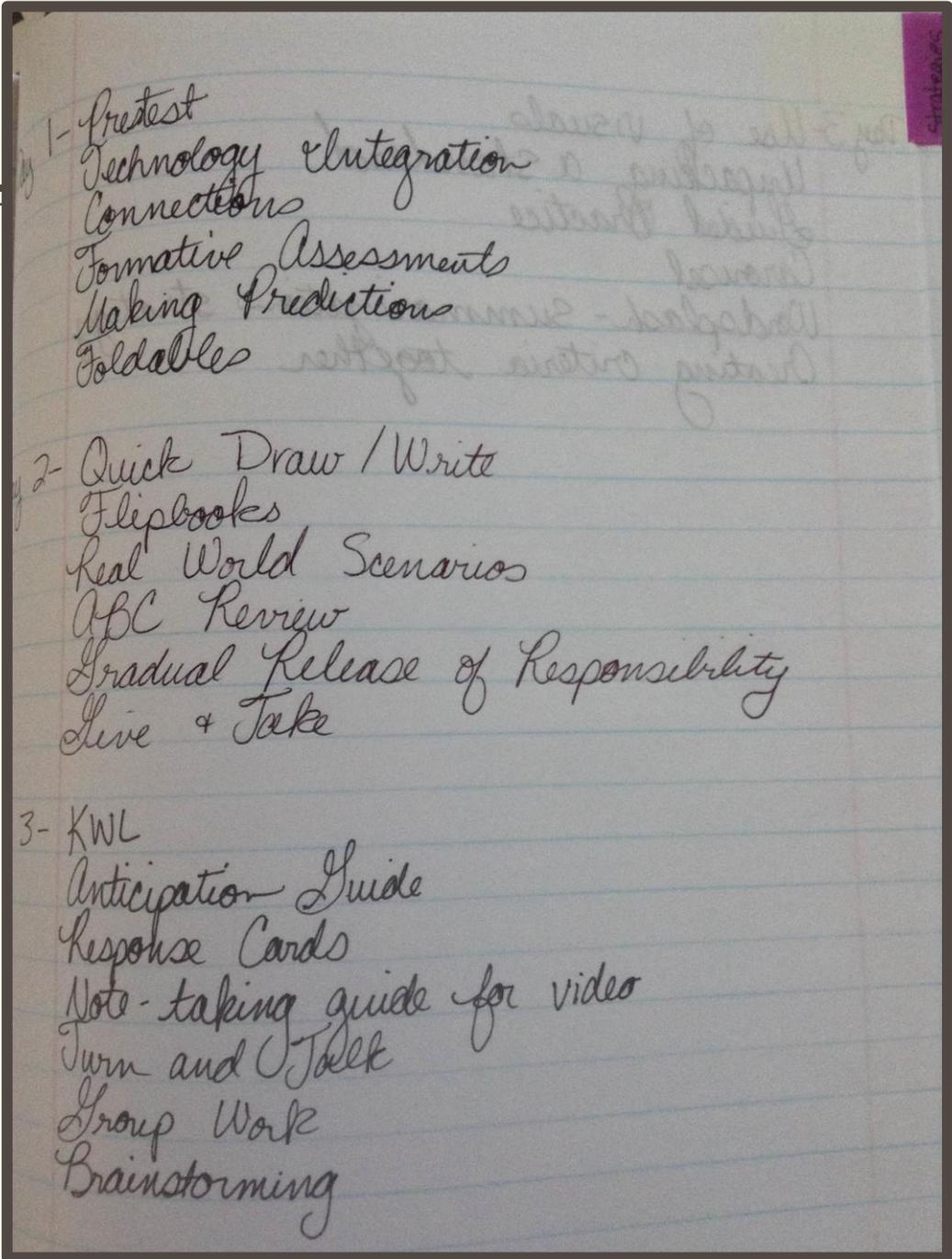


(Sample) Interactive Notebook

Instructional Strategies

Modeled in Days 1, 2, and 3
During the “Essentials of
Effective Teaching” Course

Products/Activities, the
Reminders of
Instructional Strategies,
Are Also Included.



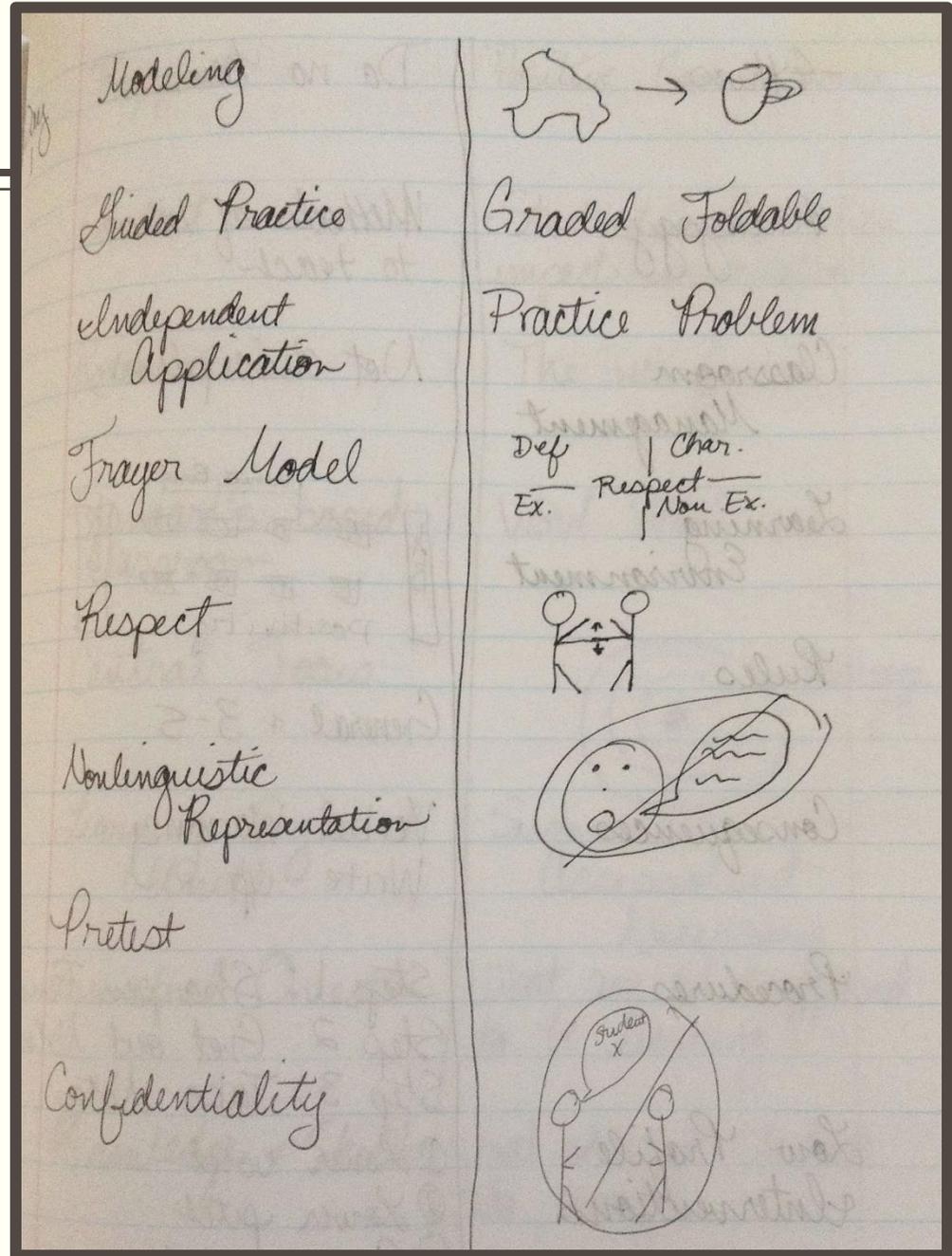
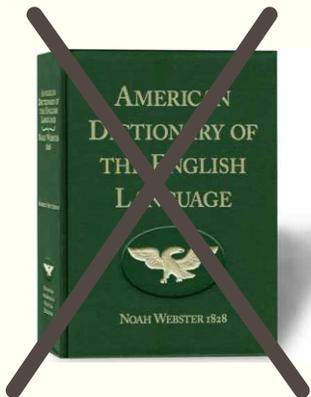
(Sample) Interactive Notebook

Academic Language “Essentials of Effective Teaching” Course

Directions for Academic Language Section

1. Record all terms assigned in class.
2. Create your own definition by assigning either...

a phrase
an example
a visual representation.



(Sample) 3 Field Experiences

Each Field Experience focuses on different Exit Competencies.

Visit 3 Focus	Visit 4 Focus	Visit 5 Focus
<p>Competency #13</p> <p>The teacher’s directions, procedures, and oral and written language are communicated clearly and accurately.</p>	<p>Competency #15</p> <p>The teacher utilizes engaging and varied representations of content, instructional strategies, assessment techniques, activities, assignments, technology, grouping configurations, materials and resources, structure and pacing.</p>	<p>Competency #16</p> <p>The teacher’s feedback to students is consistently high quality and [delivered] in a timely manner.</p>
<p>Competency #14</p> <p>The teacher’s questions and discussion techniques are of high quality and engage all students.</p>	<div style="border: 2px solid black; padding: 10px; text-align: center;"> <p>The relevant competencies are Exit Competencies 13 – 18. They specify the teacher behaviors identified in Domain 3: Instruction in the Danielson Framework.</p> </div>	<p>Competency #17</p> <p>The teacher demonstrates flexibility and responsiveness by adjusting lessons, responding to students, and being persistent.</p>
		<p>Competency #18</p> <p>The teacher accurately assesses lessons’ effectiveness and demonstrates an understanding of how to modify subsequent lessons.</p>

(Sample) Field Experience #4 Observation Form

Field Experience #4 Observation Form

Critical Behaviors Are Listed in the Left Column.

Teacher _____ Location (School) _____

Observed Teacher's Signature _____ Date _____

Visit and observe no more than 2 teachers in ANOTHER school. Your total time spent in classes must equal at least 6 hours. You will focus on Competency #15. Record your observations in the right column and any additional notes at the bottom of the page. Duplicate form if you observe 2 teachers.



Engaging Students in Learning
Representation of Content:
Content is presented appropriately and links well with students' knowledge. Students contribute to representation.

Activities/Assignments: All students are cognitively engaged in activities and assignments. Students initiate or adapt activities to enhance their understanding.

Grouping of Students:
Instructional groups are productive & appropriate to the ...

Observation Notes

*Partial view of
observation form*

Teacher Candidate's Use

(Sample) Field Experience #4 Reflection Form

We Require Actual
Use of Observed
Strategies.

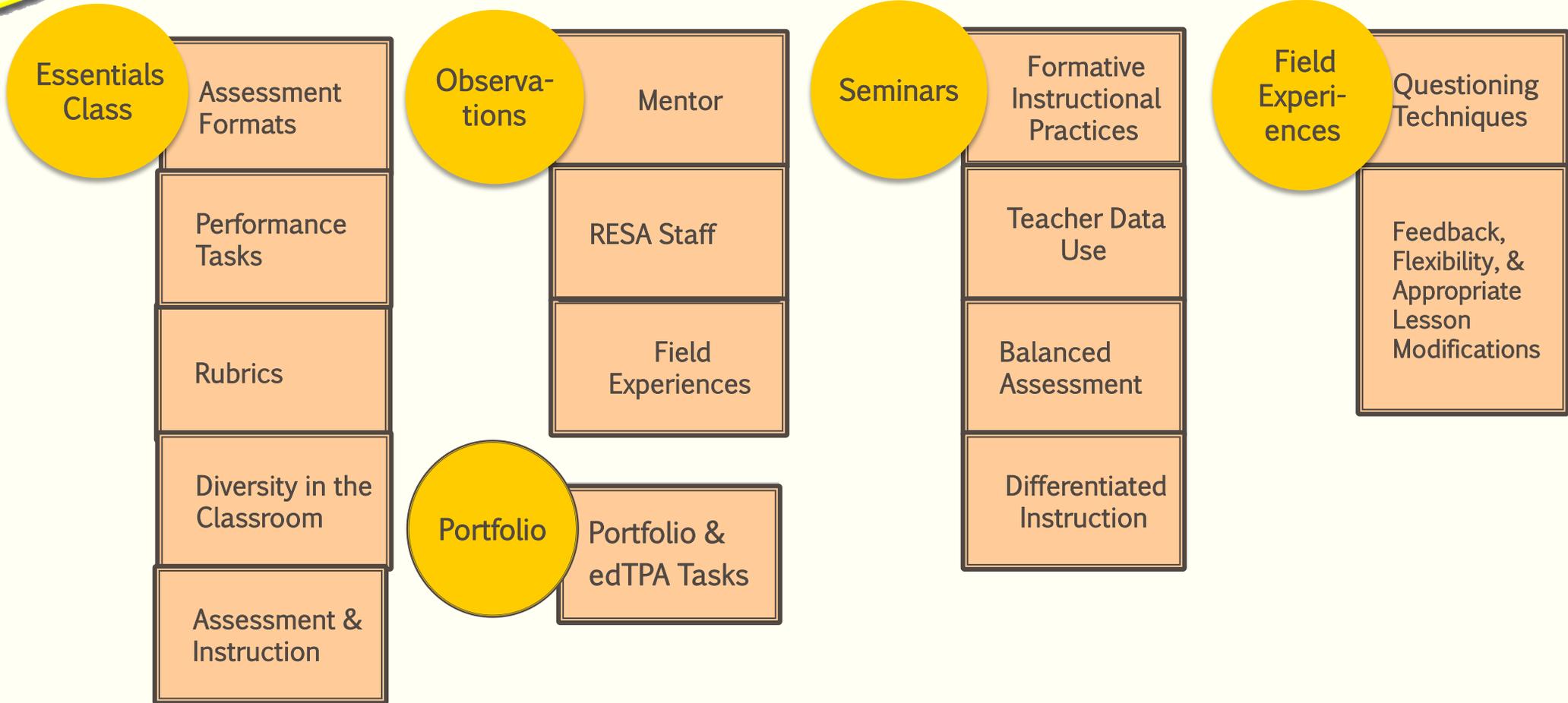


Field Experience #4 REFLECTION FORM

1. How do the observed teacher's pace and energy level affect student engagement?
2. What links does the teacher make to previous learning? What links are made to students' experiences and interests?
3. If a cooperative learning activity was part of the lesson, what structure did the teacher use to ensure the participation of most students?
4. What ideas and strategies can you take with you to use in your classroom?
5. What changes might you make in the ideas and strategies to fit your students' needs and your own style of teaching?



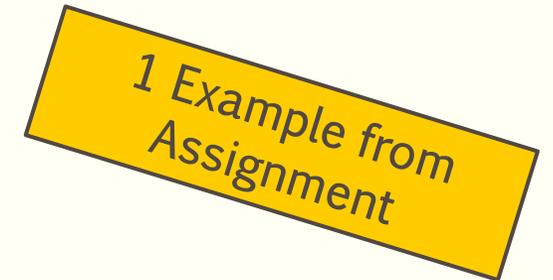
The Big Four – Focus #3: Assessment for Learning



(Sample) Online Seminar Assignment – “Teacher Data Use”

Assignment #2 – Intersecting Data Categories Teacher Data Collection & Analysis

Four Kinds of Data
Demographic
Student Learning
Perception
School Processes



THREE DATA CATEGORIES – Which 3 data categories are combined?

What instructional process did the previously non-English-speaking students enjoy most in their all-English classrooms this year?

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(Sample) Online Seminar Assignment: “Balanced Assessment”



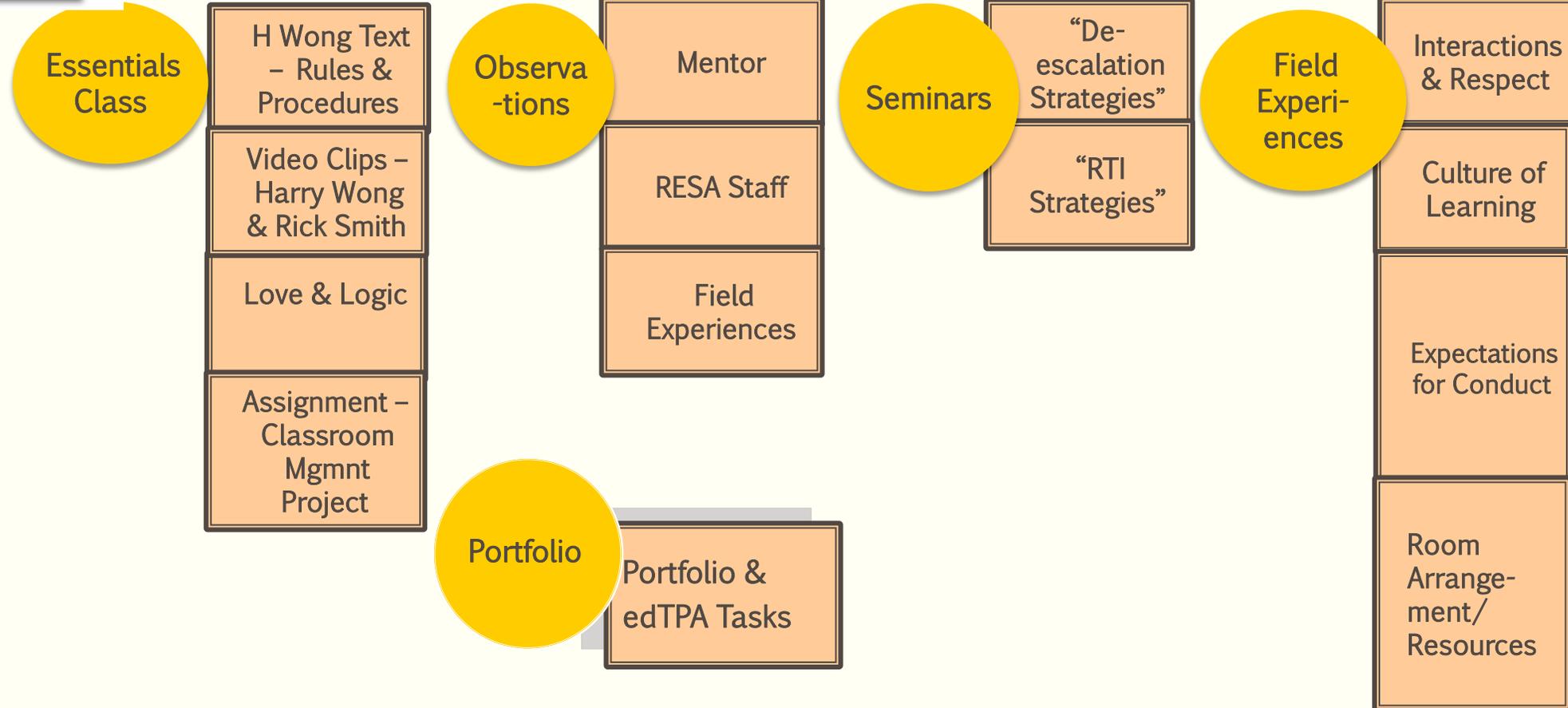
- Assignment #2 Template – Explanations & Reflective Comments on Analogies
- In the template below, you will find two quotes from the PowerPoint Presentation, *What Is Assessment?* Respond to the writing prompt for each quote by typing in the block below the quote.
- **WRITING PROMPT:** What is the meaning of the quote in the context of “balanced assessment”? Explain the metaphor, or analogy, in each quote. How did the comparison affect your understanding of “balanced assessment”? Indicate which quote was more helpful to you and explain why.

Quote: The teacher’s goal should be “to create a **BALANCED SCORECARD** of assessments, a photo album, not a snapshot, of assessment results. “

Quote: “To envision how such a system might shift school practice, consider what has happened in the retail industry. In the past, retail stores would close their doors for a day each year to take inventory. Now, thanks to the accurate and instantaneous information bar codes allow, retailers can keep track of their inventory in real time, 365 days a year.”



The Big Four – Focus #4: Classroom Management



(Sample) Classroom Management Project – Essentials Class

Classroom Discipline Plan (Assignment #2): List your classroom rules and consequences. Explain why you chose each one; rate their effectiveness. Describe your process for teaching and re-teaching the rules and how you will maintain consistency for the entire year (or semester). Classroom rules and consequences should align with your school’s discipline plan. Rules should be stated in positive language, and there should be some student input in the development of these rules.

Unsatisfactory (1 pt)	Basic (2 pts)	Proficient (3 pts)	Distinguished (4 pts)
Documents are not included.	Classroom rules are incomplete. Consequences are not listed. Process for teaching rules is not evident.	Classroom rules are positively stated, and there is a process for teaching them. Consequences are listed. Plans have been discussed with students to include their input.	Classroom rules are positively stated and justified. Plan clearly shows instruction of rules and student input with rules and consequences. Strategies are low-profile, appropriate, and protective of students' dignity.

Other Assignments:

#1 – Classroom Diagram & Rationale

#3 – Procedures & Expectations with Rationale

(Sample) Excerpt from Observation Rubric: Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times with students assuming responsibility for productivity.
Management of Transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of Materials and Supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.



New to Our Model for FY15

- Emphasis on Written Commentary
 - Writing Sample on Day 1
 - Modeling
- Candidate-maintained Interactive Notebook
 - Course Content
 - Instructional Strategy Models/Products
- Technology Assistance with Video Recording
- Candidate Self-Assessment
 - Commentary Using “Selfie” Videos
- Electronic Conferencing
- Honest, though Painful, Specific Feedback
- Portfolio Updates & Remediation

Portfolio Do-Over

- **Integration of 15 edTPA rubrics**
- **Elimination of Existing Assignments covered by edTPA**
- **Component to Remediate**
- **Continuation of Essentials Assignments**
 - **10 Reflective Journals**
 - **5 Field Experiences**
 - **Classroom Management Project**
 - **Instructional Strategies Emphasis**
 - **Formative/Summative Assessment Emphasis**
 - **Code of Ethics Assignments**
 - **Domain 4 – Professional Responsibilities**



Use with Induction Candidates & Students

- Rubric-driven Assignments/Assessments
- Interactive Notebook
- Emphasis on What and Why
- Steps in Any Process/Graphic Organizer
- Direct Instruction and Modeling
- Reflection and Modeling
- Honest and Specific Feedback ↩

Example from *edutopia*: “When I saw you give a warning to Patrick, I noticed that he focused himself for a few minutes but then quickly regressed. What other strategies might you use to keep him on task?”

- Clear Communication
- Well-defined Roles
- Culture of Trust
- Celebrations of Attempts & Successes
- Non-negotiables
 - Standards for Learning
 - Standards for Work and Effort
- “Sense of Community”
 - Do My Personal Best
 - Collaborate & Support for All
- Be Attentive to the Small Things

Basic
Components

The “PARTNERSHIP PHILOSOPHY”

The Instructional Coach must have “a compelling combination of personal humility and professional will.”

--Collins



Anecdotes and Data

Reflective Journal from a teacher who has struggled and faced termination this year:

“Through this, I have gained knowledge of **how to use the standards to teach rather than making sure they get ‘covered’** which has increased the rigor of my lesson because my students now understand the purpose of the lesson and what the short and long term goals are for the class. **By really understanding the purpose of the standards, I have increased my understanding of how to assess them.** I have broken down each standard and determined if it is group or individual, paper or demonstration, and constant or one time. With this I have noticed that **more of my students are engaged and are taking ownership of their day to day practices.** The improvement has been over the last couple of months because things have just simply ‘clicked’ for me.... I have learned a great deal from these comments for growth and have adjusted my yearly layout to benefit both me and my students.”

- College Coach returns home to his *alma mater*—a local private school...

“Being in this program has caused me to be concerned because our students are not receiving the level of instruction you are training us to deliver. **If I am ever a principal, I will only hire teachers who have been trained and certified through GaTAPP.**”

Bragging Rights!

Ga TOY (Jadun McCarthy)
System Teachers of the Year
School Teachers of the Year
Candidate Promotions
PL Requests
13 years of Service
1068 Enrolled
139 Currently Enrolled

Contact Information



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