

# GETTING YOUR COACHING MOVES ON

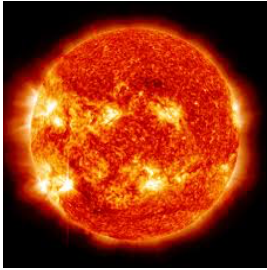


# BACK CHANNEL CONVERSATIONS

<http://backchannelchat.com/Backchannel/eyk7k>

- enter this url into your browser
- click start
- ask us your questions throughout the presentation

# AS YOU WATCH....



The lessons I learned from the dog are \_\_\_\_\_.



I agree with you and these lessons apply to coaching because \_\_\_\_\_.

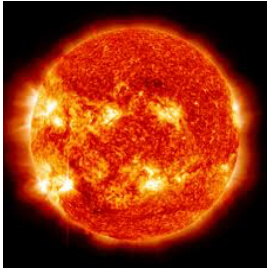


# COACHING INSPIRATION

[Inspirational Video](#)



# AS YOU WATCH....



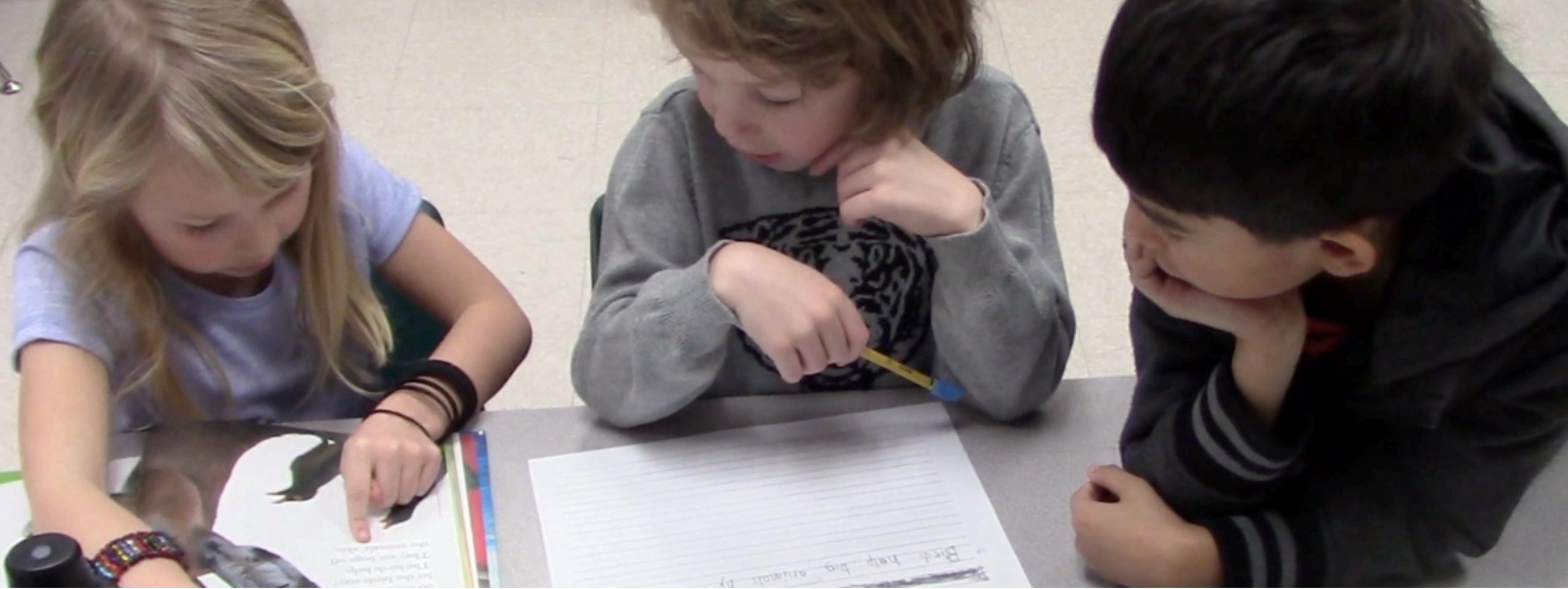
The lessons I learned from the dog are \_\_\_\_\_.



I agree with you and these lessons apply to coaching because \_\_\_\_\_.



the  
**WHY** before  
the **WHAT**



# WHY INSTRUCTIONAL COACHES?

"When teachers are working together, they can do powerful things to improve their own teaching and, in turn, improve student learning." R.J. Meehan

# Managing Complex Change

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Change
	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Confusion
Vision	+		+	Incentives	+	Resources	+	Action Plan	=	Anxiety
Vision	+	Skills	+		+	Resources	+	Action Plan	=	Resistance
Vision	+	Skills	+	Incentives	+		+	Action Plan	=	Frustration
Vision	+	Skills	+	Incentives	+	Resources	+		=	False Starts





# WHAT ARE HIGH LEVERAGE COACHING STRATEGIES?

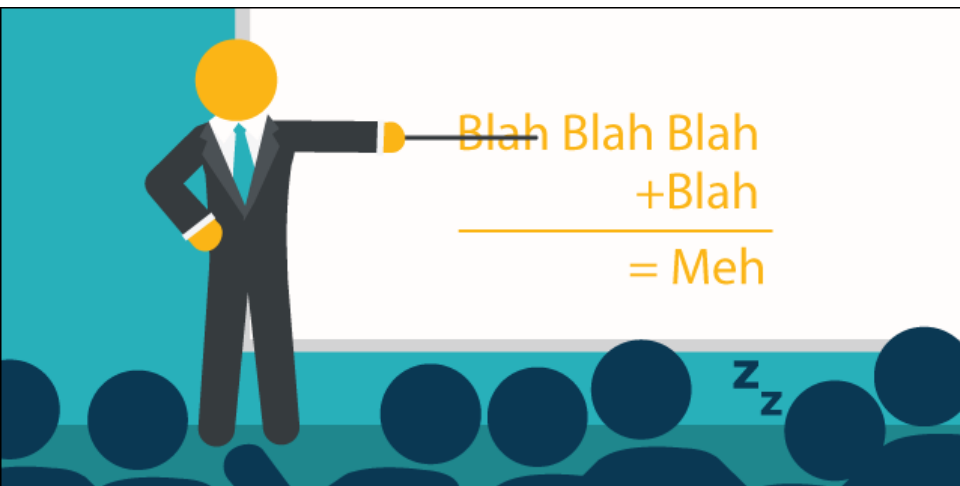


# RESEARCH ON TRANSFER OF LEARNING

JOYCE AND SHOWERS

Training Components	....know how to do it	....be able to do it	...do it consistently in practice
Presentation Lecture Format	10%	5%	0%
+ Presenter Modeling	30%	20%	0%
+ Participant practice and feedback	60%	60%	5%
+ On-going Coaching Support with Feedback	95%	95%	95%

# WHAT IS NOT HIGH LEVERAGE?



# WHAT IS HIGH LEVERAGE COACHING?



- Coaching cycles
- Collaborative coaching
- Lesson study
- Focused on clear goals
- Partnership principles
- Flexibility/choice
- Student centered
- Standards Focused





# COACHING VISION

## Whole School Support:

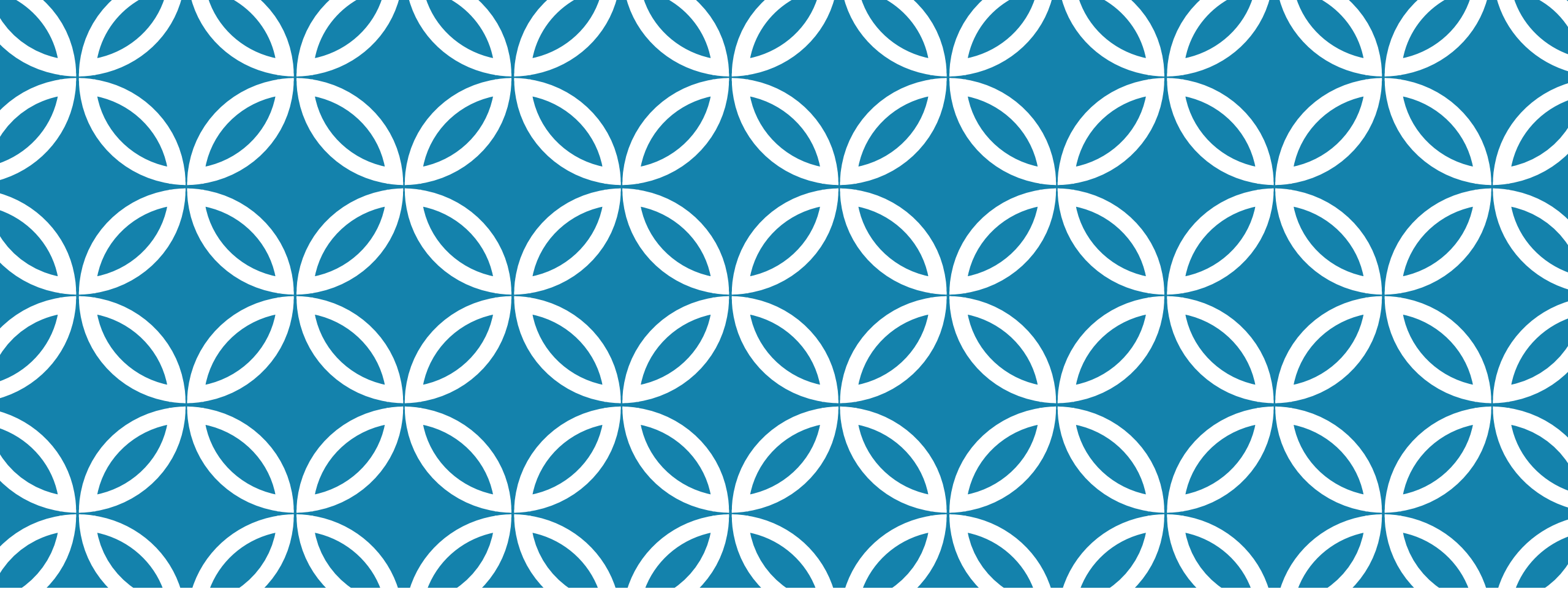
- SIW's (district and school specific)
- Core Effectiveness
- Professional Development

## Grade Level Support:

- Studio
- Partial Day Studios
- Modeled Lessons
- Co-teaching
- Planning
- Residencies

## Individual Teacher Support:

- Co-Planning
- Modeling
- Co-teaching
- Reflection
- Observation



# COACHING PHILOSOPHY

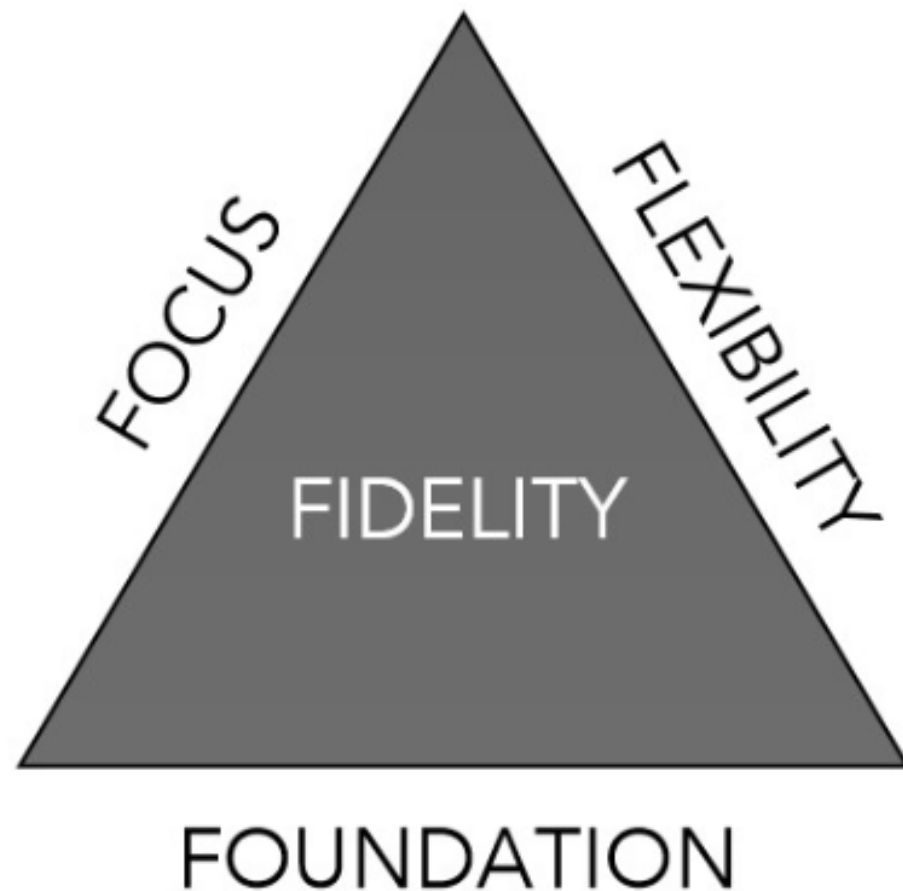




# THE WIZARD AND THE WAND



# LITERACY VISION





# STANDARDS OF PRACTICE

Instruction	<ul style="list-style-type: none"><li>• 75-90 minutes of reading instruction 5 days a week</li><li>• 30 minutes of intervention for strategic and intensive students</li><li>• Lesson architecture</li><li>• Backwards design</li><li>• Explicit instruction</li><li>• Productive struggle (who is doing the work)</li><li>• Rigorous (Varied DOK)</li><li>• High leverage strategies</li></ul>
Curriculum	<ul style="list-style-type: none"><li>• Standards</li><li>• Wonders Materials</li><li>• Lucy Calkins Units of Study</li></ul>
Environment	<ul style="list-style-type: none"><li>• Focus wall</li><li>• Learning targets (posed and referred to)</li><li>• Rigorous</li><li>• Engagement</li><li>• Kids are reading/writing</li><li>• Fosters independence</li><li>• Collaborative</li></ul>

# CORE BELIEFS



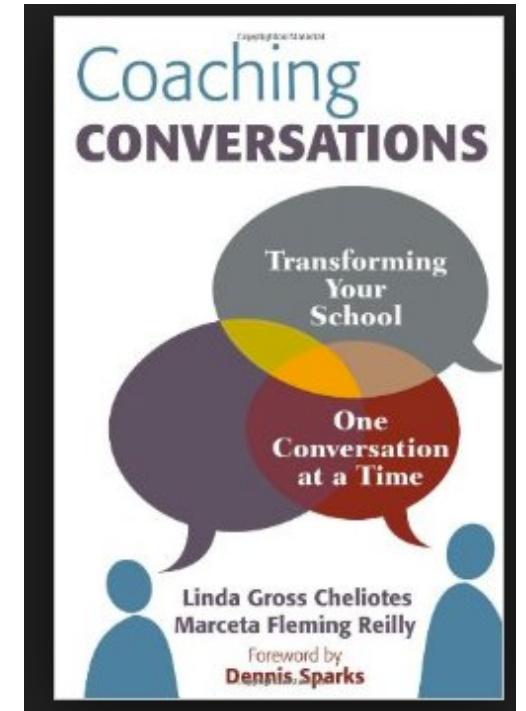
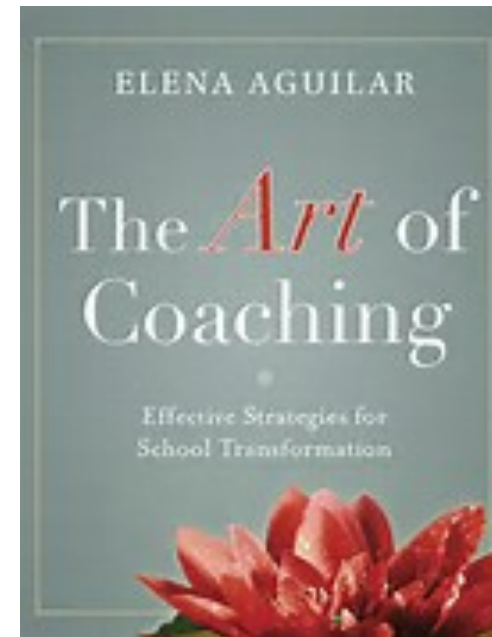
- Equal partners
- Choice
- Empower and respect the voices of teachers
- Engage in conversations
- Reflect
- Apply learning to real-life practice
- Learn from others



# COACHING CONVERSATIONS

# KEYS TO SUCCESS

- ☐ Listen (really listen)
- ☐ Be intentional with talking points
- ☐ Assume positive intent
- ☐ Ask powerful questions
- ☐ Avoid advice
- ☐ Reflective Feedback
  - ☐ Clarify, value, reflect
- ☐ Vulnerability





# COACHING MODELS





# GRADE-LEVEL COACHING



# 16-17 Instructional Coaching Options

As an instructional coaching team (Math, Literacy, Instructional Technology, SIOP) we are beginning to calendar our studios for next year. Please sign up for the instructional coaching options that best meet the needs of your school. First come first serve:)

- |   |   |
|---|---|
| <input type="checkbox"/> Option 1: 1/2 day reading studios (K-5) with a focus on implementation of high leverage instructional strategies                     | <input type="checkbox"/> Option 8: School Improvement Wednesday- Math and/or Literacy (School chooses topic and date)                                   |
| <input type="checkbox"/> Option 2: 1/2 day writing studios (K-5) with a focus on streamlining instruction and using student work to drive instruction         | <input type="checkbox"/> Option 9: Leadership Coaching- Math and/or Literacy (2 hours) focusing on effective mathematics/literacy learning and teaching |
| <input type="checkbox"/> Option 3 : 1/2 day reading/technology studios with a focus on deepening the use of high leverage instructional/technology strategies | <input type="checkbox"/> Option 10: Grade Level Learning Walks- Math and/or Literacy  |
| <input type="checkbox"/> Option 4: 1/2 day reading/ELL studios (K-5) with a focus on incorporating SIOP strategies into Wonders lessons                       | <input type="checkbox"/> Option 11: Guided Observation- attend a classroom observation with an instructional coach to guide observation and discussion  |
| <input type="checkbox"/> Option 5: 1/2 day writing/ELL studios (K-5) with a focus on incorporating SIOP strategies into Units of Study lessons.               | <input type="checkbox"/> Option 12: Math Best Practices Seminar (3 days) Course One: How Math Teaching Matters  |
| <input type="checkbox"/> Option 6 : 1/2 day math studios (K-5) focusing on effective mathematics learning and teaching  | <input type="checkbox"/> Option 13: Math Best Practices Seminar (3 days) Course Two: Mathematically Productive Engagement                               |
| <input type="checkbox"/> Option 7: Full day math studios (K-5) focusing on effective mathematics learning and teaching  | <input type="checkbox"/> Other: Tell us what you need!!!  |



# COACHING IMPACT



## The Statistics:

- 100 Studios in 16 Schools
- 300 teachers impacted
- If each teacher implemented 1-2 strategies, we impacted 7,000 students





You are invited to a  
**READING STUDIO!**

## RSVP below for your first Reading Studio!

"The best collaborations create something bigger than the sum of what each person can create on their own."

Please meet as a team and answer the following questions together.

\* Required

Name of your school \*

Choose what time you would like your reading studio. \*

- ☐ 8:00am - 12pm  
☐ 12pm - 4pm

Choose your grade level. \*

- ☐ kindergarten  
☐ first grade  
☐ second grade  
☐ someday it is hard to tell

List the names of all teachers participating. \*

## Choose your own adventure!

Option 1: Diving Into Weekly Instructional Flow

The focus of this option is to dig deeper into each of the daily reading components of Wonders. The team will work together to plan a week of instruction. Then each teacher will teach the designed week of instruction the following week to their individual classes. Finally, coaches will return to meet with the team during a PLC meeting to discuss the week of teaching, problem solve, explore wonderings, and create next steps.

Option 2: Lesson Study with Co-Teaching and Coaching Support

Your team will choose a component of whole group instruction to focus on (vocabulary, templates, interactive read aloud, shared read, big book- question sequencing). As a team we will plan and co-teach a lesson in a classroom, followed by reflections and refinements. Then teachers will partner-up to reteach the same lesson with the improvements to another class or small group with coaching support.

What adventure are you choosing for your first reading studio? \*

- ☐ Option 1  
☐ Option 2

If you choose Option 2, please choose one of the following areas to focus on during your first reading studio. \*

- ☐ vocabulary  
☐ templates  
☐ interactive read aloud  
☐ shared read  
☐ big book- question sequencing, close listening  
☐ we chose Option 1

We have met as a team and we all agree on the above choices. \*

- ☐ yes  
☐ no

## What to expect after you complete this survey!

Once your team submits this survey, we will send each team member an additional short survey to help us design a meaningful studio for each of you. Everything you share with us in these surveys is confidential.

We are looking forward to collaborating with you!  
Lindsley Gehrig, Jenn Montoya, Julie Walker

# COACHING CYCLE ONE

## Option 1: Diving Into Weekly Instructional Flow

8:00-9:00- Overview and goal setting

9:00-10:00- Whole Group

10:00-11:00- Small Group

11:00-12:00- Independent Tasks and Assessments

## Option 2: Lesson Study with Co-teaching and coaching support

8:00-8:20-Overview and goal setting

8:20-9:10- Co-plan a lesson

9:10-9:45- Co-teach the lesson

9:45-10:15- Teachers re-plan lesson

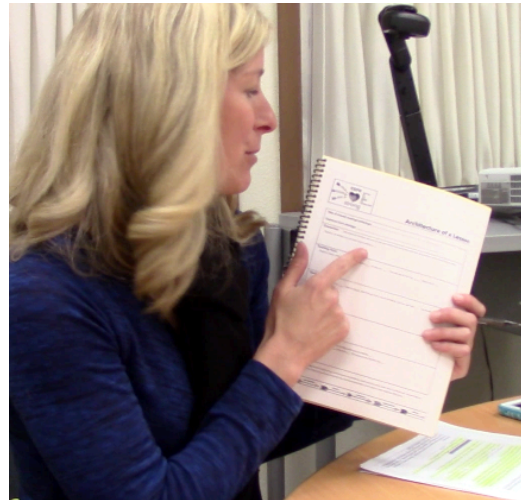
10:15-11:00- Teachers co-teach lesson in classroom #2

11:00-12:00- Debrief and next steps

# CYCLE ONE FOCUS

## Wizard:

- Lesson architecture
- Collaborative conversations
- Effective whole group instruction
- Gradual release of independence
- Productive struggle
- Scaffolding
- Prompts and cues



## Wand:

- Standards
- Backwards design
- Planning
- Weekly flow
- Assessment
- Instructional components
- Management of technology and materials

# COACHING CYCLE TWO

## Option #1

Lesson Study with Modeling, co-teaching  
and coaching support

8:00-9:00- Planning

9:00-10:00- Coaches teach in classroom #1

10:00-10:45- Reflect and re-plan

10:45-11:30- Teachers teach in classroom #2

11:30-12:00- Debrief and next steps

## Option #2 Windows into Wonders

8:00-9:00- teachers talk about their lessons

9:00-9:30- first teacher teaches, observe, debrief

9:30-10:00- second teacher teaches,  
observe, debrief etc.

11:30-12:00- debrief, reflect, and next steps



# CYCLE TWO FOCUS

## Wizard:

- Purpose
- Lesson architecture
- Linking strategy and skill
- Scheduling
- Using data to form groups
- Amount of scaffolding
- Heavy to lean supports
- Formative assessment
- Rigorous independent tasks



## Wand:

- Standards
- Backwards design
- Focus of small group instruction
- Weekly flow
- Text choice
- Assessment
- Instructional components
- Management of technology and materials

# COACHING CYCLE THREE

## Option #1

Lesson Study with Modeling, co-teaching and coaching support

8:00-9:00- Planning

9:00-10:00- Coaches teach in classroom #1

10:00-10:45- Reflect and re-plan

10:45-11:30-Teachers teach in classroom #2

11:30-12:00- Debrief and next steps

## Wizard:

- Productive struggle
- Lesson architecture
- Sheltering instruction
- Technology integration
- Time in text
- Writing about reading
- Amount of scaffolding
- Lean to heavy supports
- Rigorous tasks
- Small group differentiation

## Wand:

- Standards
- Backwards design
- Focus of small group instruction
- Assessment
- Management of technology and materials



# FUTURE VISION

## Residencies

- 2-week focus
- follow up
- digging deeper
- co-planning
- co-teaching

## Studios

- Co-Planning
- Modeling
- Co-teaching
- Reflection
- Observation

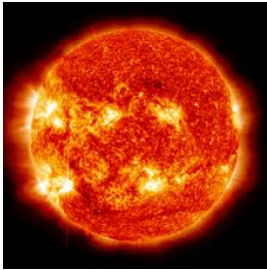
# PLANNING

*intentional (adj.)*

an action performed with awareness; done deliberately, consciously, on purpose



# AS YOU WATCH....



The strategy/language that struck me the most was \_\_\_\_\_ because \_\_\_\_\_.



I would like to add on and say \_\_\_\_\_.



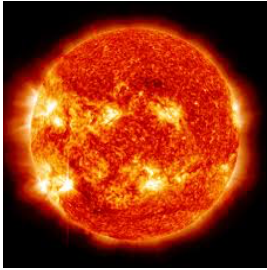
# CYCLE TWO VIDEO

[Lesson Architecture](#)

[Standards Focus](#)

[Stuck Points](#)

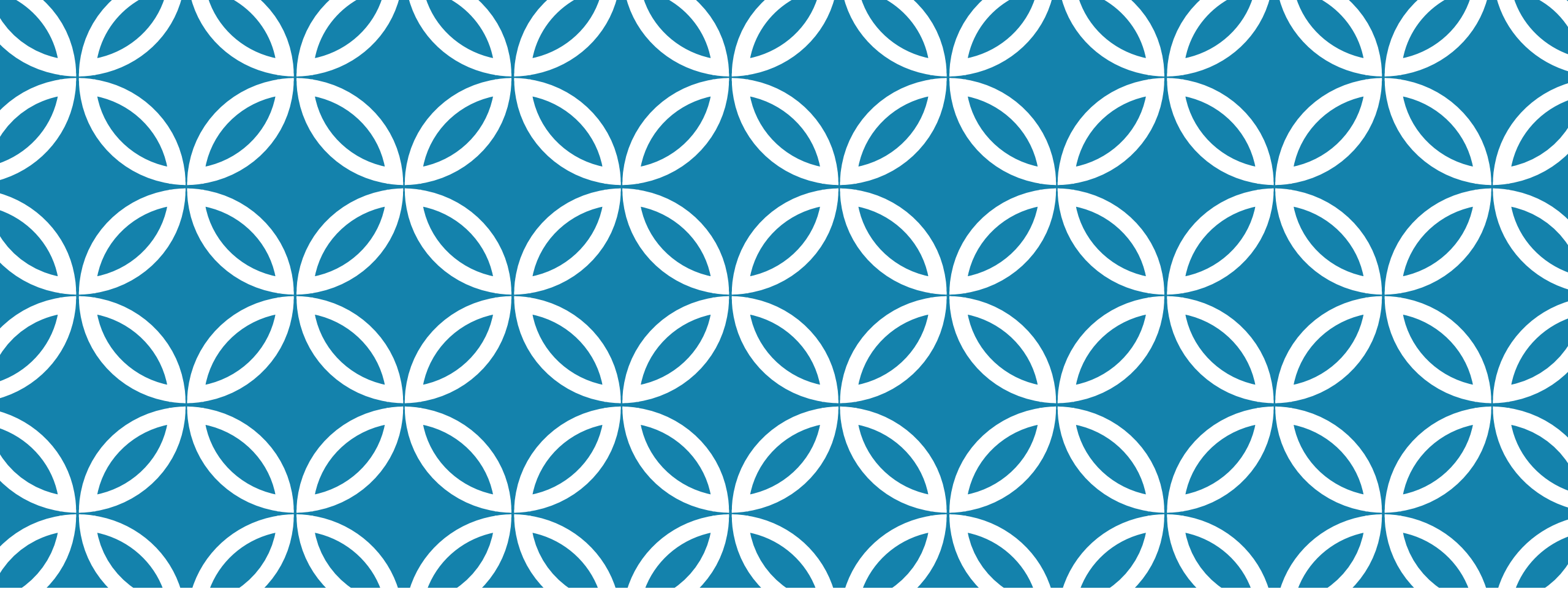
# DISCUSS....



The strategy/language that struck me the most was \_\_\_\_\_ because \_\_\_\_\_.



I would like to add on and say \_\_\_\_\_.



# FOLLOW UP





## Post Reading Studio Survey

Please be honest so we can improve our own practice.

Which type of reading studio did you participate?

- ☐ Option 1 - coteaching with you in the classroom
- ☐ Option 2 - windows into our classrooms
- ☐ other

How did the structure of the day work for you?

- ☐ well
- ☐ not well
- ☐ just ok

Why?

Long answer text

Was this collaborative time useful?

- ☐ yes
- ☐ no
- ☐ indifferent



## Goals & Reflections

What do you hope to get out of today?

---

---

---

What is your focus question?

Connects to observations in the classroom.

One strategy I will try tomorrow:

---

---

Next steps:

---

---

Wonderings I still have:

---

---



# FOLLOW UP OPTIONS

- ☐ Grade-Level Follow up
- ☐ Classroom visitations
- ☐ 1:1 follow ups
- ☐ Walkthroughs
- ☐ Model lessons
- ☐ School Improvement Wednesday PD

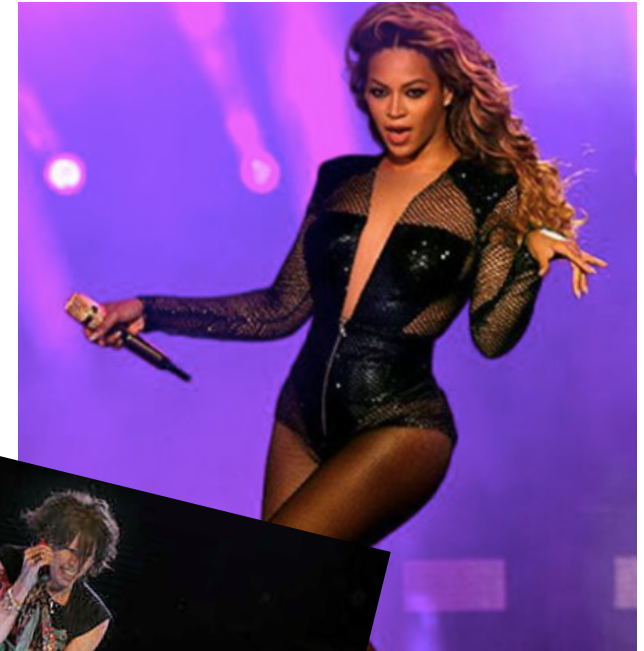


# IN-CLASS COACHING MOVES





# COACHING (DANCE) MOVES



We've got the  
moves like  
Jagger . . .

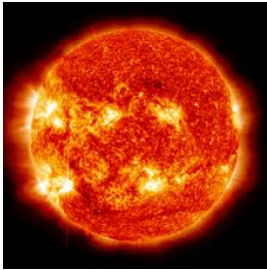
NOW LET'S  
SEE THESE  
MOVES IN  
PRACTICE



Bust a  
move!



# AS YOU WATCH....



The strategy/language that struck me the most was \_\_\_\_\_  
because\_\_\_\_\_.



I would like to add on and  
say\_\_\_\_\_.

# VOICE OVER

## Description

You can voice over or think aloud about the different parts of a lesson, sharing what you are thinking and/or giving alternatives to what you are teaching at the moment.

## Purpose

Voiceovers make your teaching explicit to the teachers who are watching

# WHISPERING IN

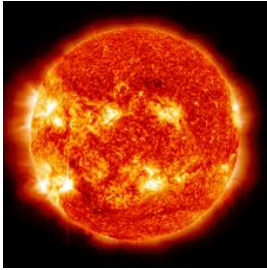
## Description

Say or whisper immediate feedback to the teacher. Make prompts- lean and general. This way the teacher can use the feedback again.

## Purpose

Allows you to coach into the teachers' thinking on the spot, give tips, help teachers make decisions, or change course in the midst of teaching

# DISCUSS....



The strategy/language that struck me the most was \_\_\_\_\_ because\_\_\_\_\_.



I would like to add on and say\_\_\_\_\_.



# DEMONSTRATION

## Description

Teachers watch the coach do something with a set lens and they they go off and try it.

## Purpose

Opportunity to make your teaching explicit to the teachers who are watching, and/or as an opportunity for teachers to practice a strategy/skill.

# FOUR CORNERS

## Description

Use the four corners of the room or the rug so teachers can simultaneously practice a teaching method.

## Purpose

This helps teachers practice teaching methods while you observe and coach, it helps you determine general next steps.

# JUMP IN OR PASS-ON

## Description

The coach starts the lesson and then passes the teaching on to a teacher.

## Purpose

The lesson is started by the coach, and then passes off different parts of the lesson to the teachers

# FREEZE FRAME

## Description

Stop (or freeze) in the midst of teaching to talk to teachers, or ask teachers to freeze and reflect, then you/teachers go back to teaching

## Purpose

Allows you to make your teaching more explicit or help a teacher reflect on their practice while in the midst of teaching.



# JIGSAW

## Description

Each teachers teaches a different part of the lesson. This is planned together in advance.

## Purpose

When teachers teach different parts of the lesson it really highlights the structure (or parts) of the lesson. It also provides opportunities for teachers to teach in front of each other, and can allow more content to be covered in a shorter amount of time

# MIRROR OR COPYCAT

## Description

The coach demonstrates a whole or part of a teaching method, and then another teacher tried the same part or whole.

## Purpose

This provides teachers with a model before they are asked to try something, when broken into parts it scaffold their practice

# PARTNER TEACH

## Description

In this model, teachers plan a lesson together with the coaches. They break the lesson into parts and co-teach it.

## Purpose

This method gives teachers the opportunity to practice a lesson (part or whole) while having a teaching partner to reflect and reteach with.

As you watch: What are the benefits of partner teaching with a coach?

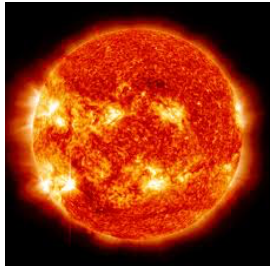
[Partner Teach Video Example](#)

# DISCUSS....

What are the benefits of partner teaching with a coach?



One benefit is \_\_\_\_\_.



Another benefit would be \_\_\_\_\_.



# GUIDED OBSERVATION

Lab Guide Classroom 1

## Description

Give teachers a particular lens or set of things to pay attention to while observing a lesson.

## Purpose

Help make your teaching explicit to the teachers who are watching

connection & teaching point	Is teaching point clear? How does a visual engage students? How is pacing? What does student engagement look like?  *teachers on four corners of carpet with kids
teach & active engagement	<u>push in opportunity 1</u> -students sorting examples and non-examples partner A: I think this is an example/nonexample because ____ partner B: I agree/disagree because ____ switch  watch for students using the sentence frame if student is not using frame- then, point to visual first, then start sentence for them to repeat  watch for student not switching roles if students don't switch roles- then, remind them to switch roles  watch for partners talking past each other/ not understanding if student does not understand what partner is talking about- then, ask 'what do you do if you don't understand someone's idea?'  watch for partners not being able to hear or not listening if student cannot hear their partner or are not listening then, ask 'what do you do if you can't hear your partner?' when one person is talking, what does other person do? what does that look like?

# REFLECTION

## Description

Prompt teachers to focus on an area of study and to reflect on the work they have done together.

## Purpose

To provide an opportunity to step back and reflect on our practice



## Goals & Reflections

What do you hope to get out of today?

---

---

---

What is your focus question?

Connects to observations in the classroom.

One strategy I will try tomorrow:

---

---

Next steps:

---

---

Wonderings I still have:

---

---

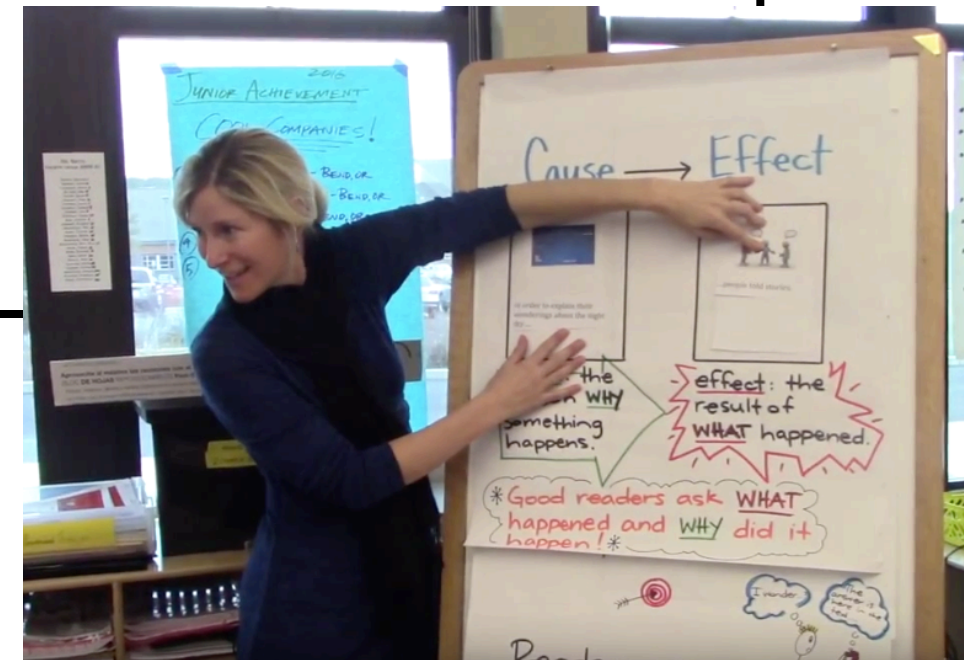


[Reflection Video Example](#)

# QUICK WRITE

Pick two strategies and reflect on how you could use them in the coaching model that you use.

Share your reflection with your partner.



What is one thing you are going to take away from today?

What questions do you have for us?

---

Thank you!



Jenn Montoya

Julie Walker

Lindsley Gehrig

# COACHING MOVES FOR MEETINGS





# VIDEO CLIPS

## Description

Share a video clip of a lesson, or of students at work, pausing it to voice over or ask teachers to talk about what they are noticing

## Purpose

This allows you to study teaching or students at work with the ability to pause, talk, hear and see the students easily

# DEMONSTRATION

## Description

Demonstrate teaching to an individual student or small group outside of the classroom

## Purpose

To highlight a small group with less distraction, and to examine a method in detail

# CURRICULUM PLANNING

## Description

You and teachers comb through curriculum to create curriculum calendars, determine student work, teaching points and materials that will be used.

## Purpose

To support teachers with new curriculum, and/or rethink how curriculum can unfold in a year, month, etc.

# STUDY STUDENT WORK

## Description

Ask teachers to bring student work to the meeting. You may also bring exemplars. Help kids name what kids are doing and what they need next.

## Purpose

This helps teachers understand what kids already know, and what their next steps might be. This helps teachers plan instruction.

# MAKE AND TAKE

## Purpose

To create tools to use in the classroom and to study content of a unit.

## Description

Together, create something that support their teaching- a new record keeping form, lesson design, etc..

# MINI-LECTURE

## Description

Share content

## Purpose

To give a lot of content quickly.  
Usually to introduce upcoming units.