

Ready. Set. COACH!!

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Ready. Set. Coach!

Ready...



About the Presenters....

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 - o ELA Content Coach
 - o Louisiana Teacher Leader
 - o High School Administrative Assistant
 - o High School Assistant Principal
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 - o High School English Teacher
 - o ELA Content Coach
 - o Assistant Principal
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Session Objectives

- o Learn models for effective coaching.
- o Differentiate between what coaching IS and what coaching IS NOT.
- o Construct a toolbox of “look-fors” when coaching.
- o Analyze various rubrics for coaching evaluations.

Ready. Set. Coach!

Set....



Session Norms...

- ◌ Silence cell phones.
- ◌ Ask questions.
- ◌ Share ideas.
- ◌ Take notes.
- ◌ Pictures are okay!

Ready. Set. Coach!

Coach!!



Four Corners Activity

- o There are four pictures posted in the four corners of the room.
- o Review the pictures.
- o Which picture best represents your view of Instructional Coaching?
- o Move to the corner where that picture is posted.
- o Share your views on the picture and coaching.

What Coaching Is and Is NOT....

o Coaching Is...

- o Site-based, job-embedded professional development
- o Specific
- o NOT ADMINISTRATION
- o Modeling/TEACHING
- o Peer-to-Peer
- o Collaboration to maximize teacher effectiveness

o Coaching is NOT...

- o Looking for fault
- o Judgment
- o “Eyes and Ears” to administrators
- o An escape from the classroom
- o A DESK JOB

Coaching....

- o “We partner with schools, districts, states/provinces and nations to achieve...in three ways: (a) sharing high-impact teaching strategies, (b) proven instructional coaching practices to support implementation of those practices, and (C) system change strategies to ensure teacher understand, agree with, and are committed to implementing strategies.”
- o Instructional Coaching Group
 - o Instructionalcoaching.com

Effective Coaching

- o Encourages collaborative, reflective practice
- o Promotes positive cultural change
- o Encourages use of data to inform practice
- o Promotes implementation of learning and reciprocal accountability
- o Supports collective, interconnected leadership across district
 - o Instructional Coaching: Professional Development Strategies that Improve Instruction
 - o Annenberginstitute.org

Perspectives on Coaching

- o “Instructional Coach Introduction” Video

- o http://www.youtube.com/attribution_link?a=nMG4z-Ows5A&u=/watch%3Fv%3Dk-1LDr3imWg%26feature%3Dem-share_video_user

- o “A Coaching Cycle” Video

- o http://www.youtube.com/attribution_link?a=lk3bXtsb47E&u=/watch%3Fv%3DxxHov_68KiE%26feature%3Dem-share_video_user

Reflection Activity—Let's Tweet!!

- o On your sticky notes, write a “tweet” that expresses your view of coaching.
- o Share your tweets with the person on your right.
- o “Twitter Discussion”
- o “Post” your tweet on the Twitter Board.

Model for Effective Coaching

- Qualities of an Effective Coach

- Role Playing



Centerpiece Activity

- o Assemble in groups of 4.
- o Take 5-8 sticky notes.
- o Listen carefully to instructions. ;-)

Role Playing

- o The Ineffective Coaching Scenario
- o The Effective Coaching Scenario

Reflection on Role Playing

o Turn and Talk

- o What made the scenario effective/ineffective?
- o Which coach best reflects you?
- o Which teacher best reflects you?
- o Have you encountered teachers like the two in the scenarios? How did you respond?

But I Teach an ELECTIVE?!

o Tips for Coaching Elective Teachers

- o Reassure Importance
- o Strategies vs Content-Specific
- o Support, Support, Support
- o Celebrate, Celebrate, CELEBRATE!!

Coaching “Look-Fors”

- Evidence of planning
- Classroom management/routines/procedures
- Student engagement
- Quality of activities
- Modeling, collaboration, independent practice

Coaching “Look-Fors”

- Academic feedback
- Quality and quantity of student responses
- Quality questioning
- Evidence of student learning
- Procedures to address lack of learning

Adapted from Jill Jackson Consulting, “Twenty Classroom Look-Fors that Every Leader Should Have in His Hip Pocket”

Reflection Activity—Let's Tweet!!

- o On your sticky notes, “tweet” the most important “look-for” and why you chose it.
- o Share your tweets with the person directly behind you.
- o “Twitter Discussion”
- o “Post” your tweet on the Twitter Board.

Feedback!!

- o Leverage Leadership, Paul Bambrick-Santoyo
- o Weekly observations and feedback develops teachers as much in 1 year as most do in 20. (61)
- o Observations/feedback fully effective when leaders track who's been observed, their feedback, and if it improved teaching (62)
- o Primary purpose of observation—not to judge quality of teachers but determine best ways to coach them to improve student achievement (63)

More Feedback Tips...

- o Develop quicker when they receive frequent feedback and chance to practice (65)
- o Learn best when focusing on ONE piece of feedback. (70)
- o Weekly observations + interim assessment cycle=coaching teacher AND students' learning needs (71)
- o Make small action steps that can be carried out in a week. (75)

Coaching Goes TECH!!

- o Flipped Classroom
- o Google Classroom Model
- o Example of Google Classroom for Feedback/PLC's

Simple Observation Rubrics

- o You're now ready to go coach!!
NOT QUITE...
- o What area most concerns you???
- o Determine the area you plan to address first.
- o Focus the observation on that area.

Simple Observation Rubrics

- o Create sample rubrics to measure these areas:
 - o Engagement
 - o Management:
Transitions/Timing/Pacing
 - o Questioning/Responses
 - o Correlation between
Standards/Objectives/Activities

Measuring Engagement

Whole Group Activities

Individual Student Responses

Measuring Management		
Time Spent	Activity/Action	Students' Action/Teacher's Action

Measuring Questioning/Student Responses

Question	Level of Question (H/M/L)	Student's Response	Teacher-Extended Response?

Measuring Correlation Between Standard/Objective/Activity

Standard	Objective	Activity	Match? (Y/N)

Simple Observation Rubrics

o Turn and Talk

- o Which area needs the most work in your school?
- o Which rubric would best assess that area in a teacher observation?
- o How would you use that data to help improve the teacher's instructional practices?

Mind Map!

- o In groups of 4, create a Mind Map about what you learned from “Ready. Set. Coach!”

For Further Coaching Tips...

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