

Coaching Companion – Coaching Moments

Change in Thinking + Change in Practice = Positive Impact on Student Performance

Initial considerations

➤ Consultant

- Effective coaching encourages collaborative, reflective practice
- Familiarize yourself with the district/school culture and know your team members
- Use an agenda for a purposeful coaching session including Hattie's barometer and/or another quote from the training
- Utilize key components from the training, Guiding Questions, Practice Profiles, etc.
- Debrief with the administration

➤ Participants (1st session)

- Reflection on learning package training
 - Goal setting
 - Discussion
 - Questions referring to the training
- Coaching moments per practice to impact student learning at each level
- Next Steps
 - Teachers' task for implementation prior to the next coaching session
 - Utilize some type of written record
 - Be ready to share and bring evidence to next coaching session

➤ Participants (2nd session and beyond)

- Share results of Next Steps from previous session
- Reflection questions
 - What worked? Why?
 - What did not work? Why?
 - Other questions...
- Additional coaching moments for implementation
 - Provided by consultant
 - Developed by participants
- Next Steps
 - Teachers' task for implementation
 - Written record
 - Be ready to share and bring evidence

Coaching Companion
Developing Assessment Capable Learners
Coaching Moments

Where Am I Going?		
Strategy 1: Provide clear and understandable vision of the learning target. (GPS)		
ACL Part 1	Learning targets	I can... statements, I know... statements, student friendly language
	(First coaching session)	<ul style="list-style-type: none"> • Possible coaching resources: <ul style="list-style-type: none"> ○ ACL Part 2 handout, Make a Plan to Implement ○ ACL teacher monitoring chart from Belinda Von Behren ○ AR TESS (Arkansas Teacher Excellence Support System Coaching Prompts) Jan 2013 ○ Video, I can statements, primary grades example from Chris Montgomery • Invite teachers to bring learning targets and lesson materials (rubric) to the coaching session • Address teacher questions, overview, and reflection from the training session • Review ACL Part 2 handout, Make a Plan to Implement • Guide the critiquing process of the learning targets • Allow time for learning target revision • Next steps: determine implementation expectation for next coaching session
	(Additional coaching sessions)	<ul style="list-style-type: none"> • Repeat process <ul style="list-style-type: none"> ○ Reflection ○ Continue focus or move to new focus (continue with learning targets or move to rubrics) ○ Next steps
ACL Part 1, 3	Rubrics	Criteria to develop or revise rubrics
		Possible coaching resources: <ul style="list-style-type: none"> • Using technology to create rubrics <ul style="list-style-type: none"> ○ ThemeSpark by EDCOURAGE ○ Rubistar • Websites, book, articles listed in training PowerPoint • Video, Kindergarten skipping rubric example from Chris Montgomery
Strategy 2: Use examples and models of strong and weak work. (GPS)		
ACL Part 1	Strong/weak work	Determine strong/weak work for units
		Possible coaching resources: <ul style="list-style-type: none"> • AR TESS (Arkansas Teacher Excellence Support System Coaching Prompts) Jan 2013

Where Am I Now?		
Strategy 3: Offer regular descriptive feedback. (GPS)		
Part 2	Classroom climate	
Part 2	Descriptive feedback	ACL Part 2 handout, Descriptive not Evaluative Feedback
Part 2	Three levels of feedback	Task, Process, Self-regulation feedback
Part 2	Feedback	Possible technology coaching resources: <ul style="list-style-type: none"> • Visit www.moedu-sail.org
Part 3	Feedback loop	
Strategy 4: Teach students to self-assess and set goals. (Destination)		
Part 1, 2	Goal setting	ACL Part 2 handout, What Do You Already Do?
		Possible coaching resources: <ul style="list-style-type: none"> • Video, Kindergarten goal setting example from Chris Montgomery
Part 2	Self-assessment	ACL Part 2 handout, Self-Assessment Tools
		Possible coaching resources: <ul style="list-style-type: none"> • Video, Primary grade self-assessment example from Chris Montgomery
How Can I Close the Gap?		
Strategy 5: Use evidence of student learning needs to determine next steps in teaching. (Any time)		
Part 3	Diagnosing learning needs	Learning progressions
Part 3		Deconstruct or unwrapping standards
Part 3		Diagnostic assessment
ACL Part 1, 3		Rubrics
Strategy 6: Design focused instruction, followed by practice with feedback. (Any time)		
Part 3	Focused Instruction	
Part 3	Feedback loop	
Strategy 7: Provide students opportunities to track, reflect on, and share their learning progress. (Destination)		
Part 3	Daily reflection	ACL Part 2 three handouts, Student Goal Setting Tools
Part 3	Reflection tools	
Part 3	Portfolios	ACL Part 2 three handouts, Student Goal Setting Tools
Part 3	Student led conferences	ACL Part 2 three handouts, Student Goal Setting Tools
		Possible coaching resources: <ul style="list-style-type: none"> • Script for a 1st grade student led conference from Troy R-III • Video, 3rd grade student led conference from Milan Elementary