



# Coaching to Empower Teachers: An Introduction to Instructional Coaching



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## Session Objectives

- Explore the definition of instructional coaching and its impact on teacher and student learning.
- Role play to create an effective partnership agreement between teacher and coach.
- Examine teacher scenarios to determine how to best build teacher leadership capacity.
- Draft a communication document designed to share coaching opportunities in a way that invites teacher voice and choice.



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## What Is Instructional Coaching?

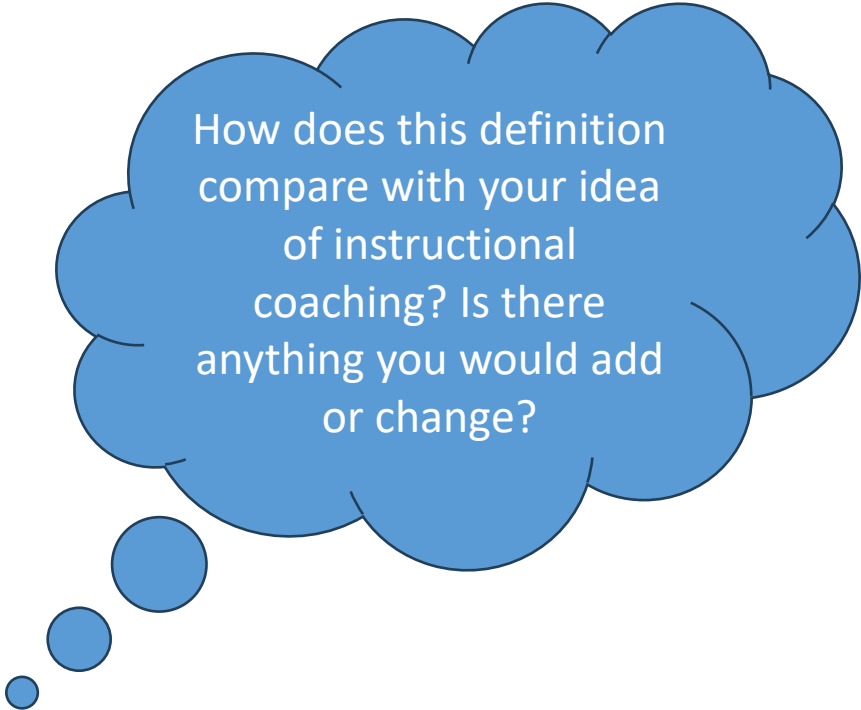
What words come to mind when you hear the word  
“coach”?



# What Is Instructional Coaching?

## What is instructional coaching?

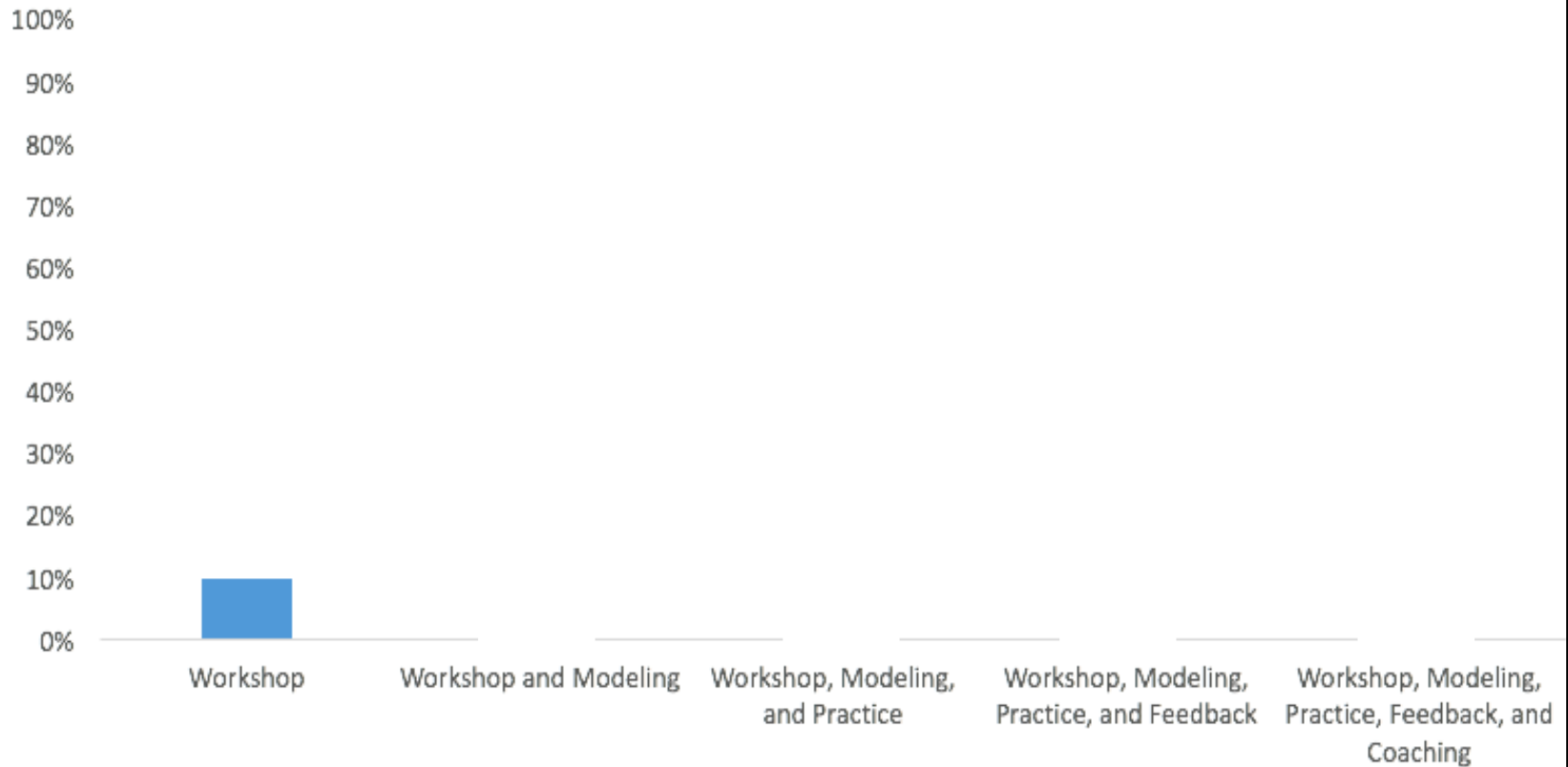
Instructional coaching is job-embedded professional learning that focuses both on content and practice – not just one or the other. As instructional coaches work with teachers, they serve as thought partners, guides, and support for the process of experimenting, reflecting, and improving. Professional learning activities such as instructional coaching can affect student achievement by enhancing teachers' knowledge and skills in order to positively impact their instruction and student learning.



How does this definition compare with your idea of instructional coaching? Is there anything you would add or change?

# What Is the Impact of Instructional Coaching?

Rates of Transfer from Classroom Into Practice



Coaching: Approaches and Perspectives, Corwin Press 2009

# What Is the Impact of Instructional Coaching?

## Coached teachers:



practice new strategies more often and with greater skill.



adapt strategies more appropriately to their own goals and contexts.



demonstrate a clearer understanding of the purposes and use of the new strategies.



retain and increase their skill over time.



are more likely to explain new models of teaching to ensure students' understanding of the models' strategy and purpose.<sup>8</sup>

# #instructionalcoaching

1. Consider the impact instructional coaching has on both teachers and students.
2. Create a hashtag to share your vision of instructional coaching.
3. Share your hashtag and add it to the chart!



## What Does a Coach Do?

- Lead professional learning
- Facilitate Professional Learning Communities (PLCs)
- Facilitate planning sessions
- Engage in coaching cycles
- Model, co-teach and observe lessons
- Give feedback
- Facilitate data discussions
- Lead small reading or writing groups
- Support curriculum implementation
- Promote the school's vision



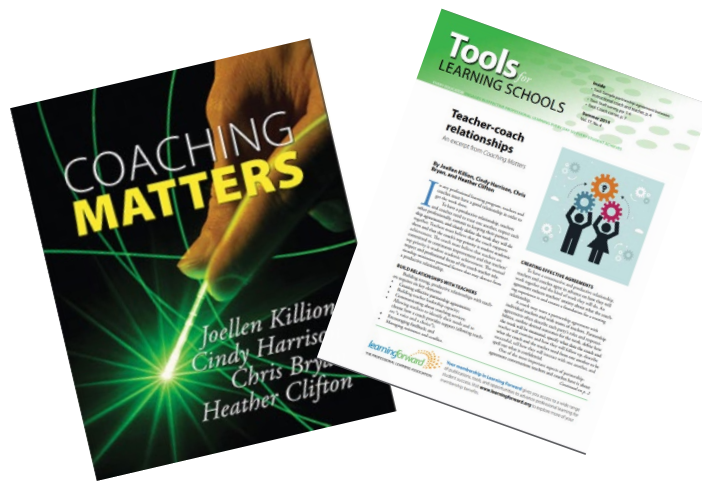




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# Building Strong Teacher-Coach Relationships

Handout #2



# What Is a Teacher-Coach Partnership Agreement?

- Created collaboratively by the coach and the teacher prior to working together.
- Includes a description of the roles, responsibilities and needs of the coach and teacher, an outline of the desired outcomes, a plan for how the data will be collected and measured and a statement of confidentiality.
- Emphasizes confidentiality between the coach and the teacher to establish trust and gain confidence.



# What Can a Teacher-Coach Partnership Look Like?

BASIC AGREEMENTS	DESIGN ISSUES
<p><b>What are your worst fears and best hopes for our work together?</b></p> <p><i>Teacher:</i></p> <ul style="list-style-type: none"> <li>I am afraid that you will judge my teaching to be less than satisfactory.</li> <li>I am afraid that having you in my classroom will distract the students.</li> <li>I hope that our work together will make a difference for my students.</li> <li>I am hoping that I will learn many new things.</li> </ul> <p><i>Coach:</i></p> <ul style="list-style-type: none"> <li>I am afraid I won't be able to help you enough to see a difference in student achievement.</li> <li>I hope you will see me as a peer.</li> </ul>	<p><b>How will we know about student achievement in your classroom? What data will we collect?</b></p> <ul style="list-style-type: none"> <li>We will plan an entire unit together, examine student work along the way, and evaluate the results of the final assessment.</li> <li>We need to know what skills students are starting with in relation to the unit being taught.</li> </ul>
<p><b>How do you want me to interact with you?</b></p> <ul style="list-style-type: none"> <li>We will communicate by email.</li> <li>We will each have a copy of all of our joint work.</li> <li>We will be totally confidential as far as any evaluative comments we may make about each other's work.</li> </ul>	<p><b>How and when will we co-plan and teach?</b></p> <ul style="list-style-type: none"> <li>We will meet Wednesday to plan the lesson. We will each need to bring our materials with us.</li> <li>We will start teaching this unit the next Monday.</li> </ul>
<p><b>What resources and materials will we need?</b></p> <ul style="list-style-type: none"> <li>Teacher will bring curriculum guide and pacing chart.</li> <li>Coach will bring additional books that we could use for reading aloud during the unit.</li> </ul>	<p><b>How can we implement demonstration lessons/co-teaching/visits with feedback in your classroom?</b></p> <ul style="list-style-type: none"> <li>We will start this unit with the coach modeling the first read-aloud lesson. Then we will co-teach during the first week. By the end of week 2, the teacher will teach a lesson incorporating a read aloud with a focus on the English language learner students.</li> </ul>
	<p><b>Where do we want to start in your classroom? What are our priorities?</b></p> <ul style="list-style-type: none"> <li>Our priorities are to master using reading aloud as part of our reading mini-lessons. We also want to integrate reading into all the content areas.</li> </ul>



# Role-Playing to Create a Teacher-Coach Partnership Agreement

*Partner A* – You are a second-year teacher who struggles with effective Tier 1 instruction. You are nervous about seeking help from a coach.

*Partner B* – You are the coach meeting with this teacher to discuss your work together.



Using the sample in your packet as a guide, role play how your initial conversation might go and begin to create your partnership agreement!

# Why Build Teacher Leadership Capacity?

- Sends the message that *all* teachers have leadership capacity and responsibilities within the school.
- Demonstrates respect for teachers' knowledge and practices.
- Builds teachers' sense of engagement, collegiality and professionalism.
- Leads to greater student achievement!



# How Do You Build Teacher Leadership Capacity?

Things to consider:

- What is this teacher's area of strength?
- What is this teacher's personality?
- How can I merge strength and personality to build leadership capacity?
- What support does this teacher need from me to grow?



# Building Teacher Leadership Capacity

Mr. Ramsey is a grade 4 teacher who has been teaching for two years. When you go into his classroom, you notice that he has developed effective collaborative structures during the guided practice portion of his lesson. You know from previous conversations that he still feels hesitant to lead a meeting because he is new to the profession. He loves when people visit his classroom.

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# Building Teacher Leadership Capacity



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# Communicating Coaching Services

- Describes the variety of coaching supports you can offer.
- Provides details of best ways to connect with you as a coach.
- Allows the teachers to have a voice and choice in the type of coaching they receive.
- Increases engagement, intentionality and results.
- Sends the message that coaching is for everyone!



# How Can I Communicate My Coaching Services?

positive approach  
newsletter  
menus  
email engagement  
teacher choice  
written  
options descriptions  
note connect  
straightforward  
support details  
creative electronic

# Communicating Coaching Services

- Brainstorm the details of how you will communicate your services and jot them down.
- Begin drafting your communication in the space provided.



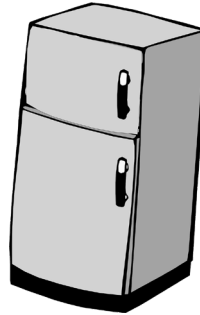
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## Let's Reflect!



Suitcase – What idea do you want to pack up and take away to implement from this session?



Freezer – What idea from this session do you want to put on hold to think more about?



Wastebasket – What misconceptions about coaching did you have that you want to throw away after this session?

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We value your feedback!

Please complete  
the **evaluation** for  
this session in the  
**Whova App**.

1. Open the Whova App.
2. Open the 'Agenda' and click on the session you just attended.
3. Click on 'Session feedback' or 'Rate session' and complete the five-question evaluation.



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