



Instructional Coaching

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What is Instructional Coaching (IC)?

- ▶ Instructional coaching is an effectual method for teachers to implement the use of research-based techniques in their classroom to improve their practices and student outcomes.
- ▶ Compared to traditional professional development, instructional coaching has a more significant impact on teacher's instructional practices.
- ▶ The goal of IC is to implement proven research-based practices to improve teaching practices in the classroom while addressing prevalent issues that teachers face.

Jim Knight's Instructional Coaching

- ▶ Partnership approach between Coach and Mentee.
- ▶ Reflective sessions with Mentee to include videotaping of teacher practices.
- ▶ Coach engages in strategies to improve teacher's instructional practices.
- ▶ Focuses on the Big Four: Behavior, Content, Direct Instruction, Formative Assessment.

The Big Four

- ▶ **Behavior:** Managing classroom behavior can be demanding; Classroom management is one of the most important skills a teacher can have in the classroom. Disruptive classrooms can have a negative effect on the teacher and learning. The goal is minimizing these behaviors in order to maximize learning outcomes.
- ▶ **Content:** Developing content knowledge and deciding what content they will teach. Areas include developing essential questions, mapping out content, identifying and teaching content relationship structures and teaching concepts.
- ▶ **Direct Instruction:** Jointly working on how to enhance instruction so students can master content; teaching for understanding. This includes incorporating teacher strategies (e.g. high-level questioning, modeling, follow up instruction).
- ▶ **Formative Assessment:** Developing an awareness of assessment, implementing strategies to effectively use assessments to increase learning opportunities and understanding.

What does IC look like for ECAGS Sites?

- ▶ Started in October 2018 at community-based preschool sites.
- ▶ **Collaborate** with teachers to reflectively analyze their teaching approaches while using developmentally appropriate practices in the classroom and with the children.
- ▶ **Discuss** curriculum content, guiding teachers to identify, and understand teaching concepts and develop more precise instruction.
- ▶ **Explore** how to enhance instruction by eliciting teacher practices such as modeling, using organizers, high level questioning and DAP follow up experiences and activities.
- ▶ **Formative assessment:** How to objectively look at the progress of each child, scaffold experience and use the data collected to drive further instruction while looking at the class as a whole and individually.

Early Successes

Early Successes with the Pre-School Instructional Coach (PSIC):

Establishing Trusting Relationships- The PSIC has been very successful in establishing trusting relationships with site staff and administration forming the critical foundation for open and honest discussions that are necessary between coach and mentees.

Establishing Collaborative and Communication Methodologies- The PSIC been successful in establishing collaborative relationships with program managers, consultants and other related professionals at both sites. She created communication systems to encourage staff to communicate with one another about shared responsibilities related to students, classrooms and internal messaging needs. As a result, there is better ongoing updates, less confusion and increased cohesion among these professionals.

Data-Driven Conversations- Since the PSIC has started, there has been a renewed focus on analyzing assessment data and using that data to differentiate and improve instruction. She is planning a workshop for all pre-school staff in March 2019.

Subject	3-Month Actuals
Teacher observations completed within first month	40
*Coaching Sessions completed	120
*Number of children served	161

**Reporting Period: October - December 2018*

Changes to the Lesson Plan

The most current success has been the revision of a lesson plan format used at three of the sites.

Before:

Weekly Plan

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle	<p>Question of the day: (QOTD): What does the wind do? Can you see it? Can you hear it? Can you feel it? Write children's responses down on paper.</p> <p>Children will choose classroom jobs for the week</p>	<p>Question of the day: QOTD: What is your favorite season? (Spring/Fall/ Winter/ Summer) Have children respond during arrival or transition so you can engage in individual feedback loops; e.g., "why summer? What do you like about winter?"</p>	<p>Question of the day: QOTD: What things have you seen the wind moving?</p>	<p>Question of the day: QOTD: Which do you like better, wearing short sleeves or long sleeves? Provide visuals of each answer choice. Have children answer during arrival or transition, charting with whiteboard/pocket chart etc. Review results with the full group, counting each column and writing the numeral.</p> <p>Discuss activities for the day and review Routines</p>	<p>Question of the day: QOTD: Wind Exploration Will the wind blow it yes/no chart The children will find and put objects in front of a fan to see if the air moved them or if they fell to the ground.</p>
Large Group	<p>Western Middle School reading buddies</p>	<p>Hello Everybody</p> <p>Children will dance with scarves around the classroom</p> <p>(Move like the wind)</p>	<p>Hello Everybody</p> <p>Noisy Wind</p> <p>Sung to: "The Farmer in the Dell"</p> <p>I like the noisy wind, I like the noisy wind. It roars and mutters (voice loud, then softer) And Shakes the shutters. (shake hands Tambourine-Style)</p> <p>I like the noisy wind I like the Noisy wind. I like the noisy wind. It flaps the flag (flap your arms back and forth) And ruffles my bag. (rub hands together briskly) I like the noisy wind.</p>	<p>Hello Everybody</p> <p>Children will use the instruments they made to <u>move</u> around the classroom</p>	<p>Noisy Wind</p> <p>Sung to: "The Farmer in the Dell"</p> <p>I like the noisy wind, I like the noisy wind. It roars and mutters (voice loud, then softer) And Shakes the shutters. (shake hands Tambourine-Style)</p> <p>I like the noisy wind I like the Noisy wind, I like the noisy wind. It flaps the flag (flap your arms back and forth) And ruffles my bag. (rub hands together briskly) I like the noisy wind.</p> <p>Animal Freeze dance</p>

After:

Weekly Plan

Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 7:30-9:30	<p>Arrival Learning Centers Open Family-Style Breakfast Transitions: Cleanup/Bathroom</p>	<p>Arrival Learning Centers Open Family-Style Breakfast Transitions: Cleanup/Bathroom</p>	<p>Arrival Learning Centers Open Family-Style Breakfast Transitions: Cleanup/Bathroom</p>	<p>Arrival Learning Centers Open Family-Style Breakfast Transitions: Cleanup/Bathroom</p>	<p>Arrival Learning Centers Open Family-Style Breakfast Transitions: Cleanup/Bathroom</p>
Morning Circle/ Large Group Meeting 9:30-9:45	<p>Children will continue to chart weather.</p> <p>Song – Children will sing "Whistling Wind",</p> <p>Sound Games #37 – Compound Word Detectives II: Children will generate the remaining word part of a compound word.</p>	<p>Children will continue to chart weather.</p> <p>"Playing with the Wind": Children will explore the effects of wind (simulated by an electric fan).</p> <p>Song – repeat yesterday's</p>	<p>Children will continue to chart weather.</p> <p>Question of the Day (QOTD): Children will answer, "Did it feel windy today on your way to school?" (Yes/No)</p>	<p>Children will continue to chart weather.</p> <p>Morning Message: When it is windy, I like to fly a kite. When it is windy, I see the trees waving. When it is windy, I hold on to my hat!</p> <p>Sound Games #37 – Compound Word Detectives II</p>	<p>Children will continue to chart weather/review weather pattern for the week.</p> <p>Fingerplay – "I See the Wind"</p> <p>Discussion: What have we learned about wind?</p>
Transition to Outdoors 9:45-10:00	<p>Movement: "Move Like the Wind" Transition into Bathroom/Outdoors</p>	<p>Transition: Move like the wind to the next activity Transition into Bathroom/Outdoors</p>	<p>Transition: Move like the wind to the next activity Transition into Bathroom/Outdoors</p>	<p>Transition: Move like the wind to the next activity Transition into Bathroom/Outdoors</p>	<p>Transition: Move like the wind to the next activity Transition into Bathroom/Outdoors</p>
Outdoors/ Large Gross Motor 10:00-10:30	<p>Children will shake streamers to "run" like the wind Teacher will provide streamers, wind chimes, bubbles</p>	<p>Children will move like the wind Teacher will encourage variations: strong wind, light breeze</p>	<p>Teachers will attach a flag outside and children will observe how windy it is.</p>	<p>Teachers will look for items outdoors and test whether the wind will blow them away.</p>	<p>Teachers will attach a flag outside and children will observe how windy it is.</p>

Questions?

References

- Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory into Practice*, 56(1), 3-12. doi:10.1080/00405841.2016.1241947
- Knight, Jim (2007). *Instructional Coaching: a partnership approach to improving instruction*. Thousand Oaks, CA: Corwin Press.
- Westman, Lisa. (2017). How to coach for differentiation. Retrieved from <http://corwin-connect.com/2017/06/how-to-coach-for-differentiation/>.