How Can Instructional Coaching Promote Teacher & Collective Self-Efficacy

NOT ABOUT WHAT’S WRONG, BUT WHAT’S NEXT
Secondary Coaches

Chip Carter
Secondary Math Instructional Coach

Rebecca Redmond
Secondary Math Instructional Coach

Miranda Bauer
Secondary Science Instructional Coach

Jordan Tate
Secondary ELA Instructional Coach

Meredith Leo
Secondary ELA Instructional Coach
Elementary Coaches

Patrice Brake
Nance
Prairie View
Justin
Love
Cox

Rachel Lawson
Schluter
Peterson
Thompson
Haslet
Granger
Beck

Rebecca Maddox
Hughes
Seven Hills
Sendera Ranch
Roanoke
Lakeview

Mary VanEtten
Hatfield
RR Teachers
Sped Training

English Language Arts
Elementary Coaches

Meredith Cunningham
Hatfield
Justin*
Peterson
Hughes
Cox
Beck
Lakeview
Sendera
Nance*

Math

Jamie Garcia
Thompson
Haslet
Schluter
Seven Hills*
Prairie View
Clara Love
Granger
Roanoke

Tiffani Brisco
ELL Support Teacher

Maria Scott
ELL Support Teacher
Technology Coaches

Katy Barrey
Byron Nelson HS

Brandy Brewer
Chisholm Trail MS
Prairie View ES
Seven Hills ES
Thompson ES

Rene Egle
Wilson MS
Justin ES
Nance ES
Sendera Ranch ES

Shelly Hall
Pike MS
Peterson ES
Haslet ES
Schulter ES

Carla Reisman
Eaton HS

Brittany Horn
Steele Accelerated HS
Tidwell MS
Granger ES
Hughes ES

Jillian Phillips
Roanoke ES
Love ES
Hatfield ES
Cox ES

Kelli Sanders
Medlin MS
Lakeview ES
Beck ES
Building Teacher Self-Efficacy

The skill of self-reflection transcends all other skills, strategies, and teaching approaches because it can grow over the course of a teacher’s career and enable the teacher to cultivate and solidify all of his or her professional learning.

You do not learn to be a good teacher in a few months, in a year or even over a period of several years. Teaching skills develop over a lifetime. (Lyons, Pinnell - Systems for Change in Literacy Education)

This is the impact an effective instructional coach can make when he or she can guide teachers in a proper direction using a feasible framework - The Continuum of Self-Reflection. (Hall, Simeral - Building Teachers’ Capacity for Success)
If you are not getting better every day, you are getting worse.
Relationship Triangulation

Peers in the PLC Format

Teacher

Instructional Coach

Building Administrator
Coaching Role

How Coaching Works
A Short Movie

produced by
Coach Meg & Wellcoaches
Coaching Options

- Build Relationships
- Conferring
- Goal Setting & Feedback
- Observe
- Model
- Co-teach
- Facilitate model classroom visits
- Provide resources

- Question
- Facilitate conversations between teachers
- Videotape and analyze performance together
- Encourage and suggest professional learning opportunities
- Provide research to support goals

Individual  PLC/Team  Campus
Using Video as a Coaching Tool
Using Video to Reflect
Why Use Video?

“Using a video camera to watch your teaching is like having the ability to go back in time because it allows you to take something that has already happened and really look at it, think about it, and see what you would want to change.” Kimberly Nguyen
Video Views

Number of times a student watched a video portion:
- x0
- x1
- x2
- x3
- x4

Video progress bar (time):
- 0:00
- 0:15
- 0:31
- 0:46
- 1:02
- 1:17
- 1:33
- 1:48
- 2:04
- 2:20
- 2:35

Quiz #1 at 1:13

What are you listening for here and why did you use turn and talk rather than just calling on a student at random?

I'm listening for them to have a valid/strong argument for why the rectangle has a larger area. I'd like to hear some of them bring up that you would have to add small triangles to either side of the trapezoid to make the area congruent. I feel like pulling a stick/calling on someone cuts out the opportunity to justify their answer with a partner. To me, if they can "teach" it to a peer then they have a better understanding.

Quiz #2 at 2:09

Why do you feel it is more effective to ask questions to this group rather than telling them the info?

It gets them thinking and forces them to make their own connections versus depending on me to do it for them.
Coaching Options

- Build relationships
- Conferring
- Goal Setting & feedback
- Observe
- Provide resources
- Question
- Facilitate conversations between teachers
- Invite participation

- Encourage and suggest professional learning opportunities
- Provide research to support goals
- Provide professional learning
- Observe teaching together

Individual  PLC/Team  Campus
Assessment Cycle

- Assessments
- Blueprint and Test Annotations
- PLC
- Teach
- Data and Evaluation Of assessments
- Assess
Planning - Annotated Assessment

Exam Blueprint
Evaluation of Assessment

Grades Level: 9th
Subject: Biology
Assessment: 4.1 Genetics - PAP
Date of Assessment: 1/23

### Evaluation of Assessment

<table>
<thead>
<tr>
<th>Score</th>
<th>SE</th>
<th>District % Passing</th>
<th>Campus % Passing</th>
<th>Why is this question / area a weakness?</th>
<th>Next Steps: Teacher</th>
<th>Next Steps: Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>69%</td>
<td>69%</td>
<td></td>
<td>For questions 9, review the formatice assessment for 69. Were students required to practice calculating ratios from both monohybrid and dihybrid crosses in groups and individually? What kind of feedback were they provided on their work? What was required of the students who “didn’t get it” on the formatice?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Input**

(Introduction of Knowledge)

- Introduction to Genetics Guided Reading and formative [WICOR]
- Monohybrid crosses Guided Reading and formative [WICOR]
- Dihybrid crosses Guided Reading and formative [WICOR]
- Non-Mendelian Guided Reading and formative [WICOR]
- Gregor Mendel Article *ENDORSED*
- Use as an introduction to genetics; students read the article, write down any words they don’t know or understand; Teacher uses this to launch the concept
- Multiple Allele and Sex-Linked Examples *ENDORSED*
- Video: Dihybrid Cross Shortcut Punnett Squares Made Easy
- Interactive anchor chart/word wall monohybrid cross *ENDORSED*
- Interactive anchor chart/word wall sex-linked cross *ENDORSED*

**Processing**

(Practice knowledge learned)

- Genetics Practice Problems
- Monohybrid Practice Problems *ENDORSED*
- Requires students to differentiate between phenotypic ratio & genotypic ratio in the problem (required skill for test)
- Mendelian Genetics Problems *ENDORSED* for PreAP
- Non-Mendelian Inheritance Practice *ENDORSED*
- Make a Baby Lab *Exemplar 1, Exemplar 2*
- Genetics Lab *Data Exemplar 1, Hardy Weinberg Exemplar*
- NMSI Amazing Maize PreAP Dihybrid Crosses

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**Curriculum Update**
Coaching Options

- Build relationships
- Conferring
- Goal Setting & feedback
- Observe
- Provide resources
- Question
- Facilitate conversations between teachers
- Invite participation

- Encourage and suggest professional learning opportunities
- Provide research to support goals
- Provide professional learning
- Observe teaching together

Individual

PLC/Team Video Club

Campus
Video Club Created!

Video club is created to bring a group of teachers together to explore, mentor, discuss, and experience good teaching practices.
Video Club Format

One teacher in the group is the focus of the week

Teacher is recorded

Teacher provides coach with a goal or strategy that they would like to receive feedback on

Video of an entire lesson is sent to the teacher

Teacher decides 7-12 minutes of video to be observed by group and sends video back to coach to cut
Video Club Meeting Format

Agenda

Norms

Weekly Reflection

Teacher presents their goal or strategies for feedback

Video is watched 2 times

Video is discussed by group without focused teacher

Teacher is then brought into group to discuss conversation

More table talk

Reflection, Take-Aways, and Next Steps for whole group

Group share and final share out
Tidwell Math Video Club

Week 5: Tom Horn
Thursday 5/18/2017
730-830
Coaching Options

- Pre-Assessment in collaboration with campus administration
- Data Disaggregation
- Design & Present professional learning
- Support teams
- Observe teaching together

- Build relationships
- Conferring
- Goal Setting & feedback
- Provide resources
- Question
- Facilitate conversations between teachers
- Invite participation

Individual  PLC/Team  Campus
Share ways Instructional Coaching has been effective on your campus.
Help...I need a Coach!

- Teachers, administrators, and coordinators can all request coaching support
- Coordinators and coaches act in the role of coach
- Coaches communicate when they will be/are on campuses
- Coaches support campuses based on need/funding
- Coaching is flexible, varied, and prescriptive based on needs
- Have it Your Way!
Next to the principal, instructional coaches (school and district) are the most crucial change agents in a school.

-Michael Fullen and Jim Knight