

From Coaching Teachers to Coaching Coaching

5th National Reading First
Conference

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STUDENT CHANGES

#1 WHAT ARE THE CHANGES IN STUDENT BEHAVIOR, PERFORMANCE, CHOICES, EFFORT, ETC. THAT YOU BELIEVE ARE PRECURSORS TO THE IMPROVEMENT IN STUDENT LEARNING THAT YOU SEEK?

TEACHER CHANGES

#2 WHAT CHANGES MUST OCCUR IN INDIVIDUAL TEACHER PRACTICES TO GENERATE THE CHANGES YOU SEEK IN STUDENTS?

STAFF RELATIONSHIPS

#3 ARE THERE CHANGES THAT NEED TO OCCUR IN THE WAY THAT STAFF MEMBERS WORK WITH EACH OTHER (STAFF RELATIONSHIPS) IN ORDER FOR THE DESIRED INDIVIDUAL STAFF MEMBER CHANGES TO OCCUR?
IF SO, DESCRIBE.

Teacher Relationships

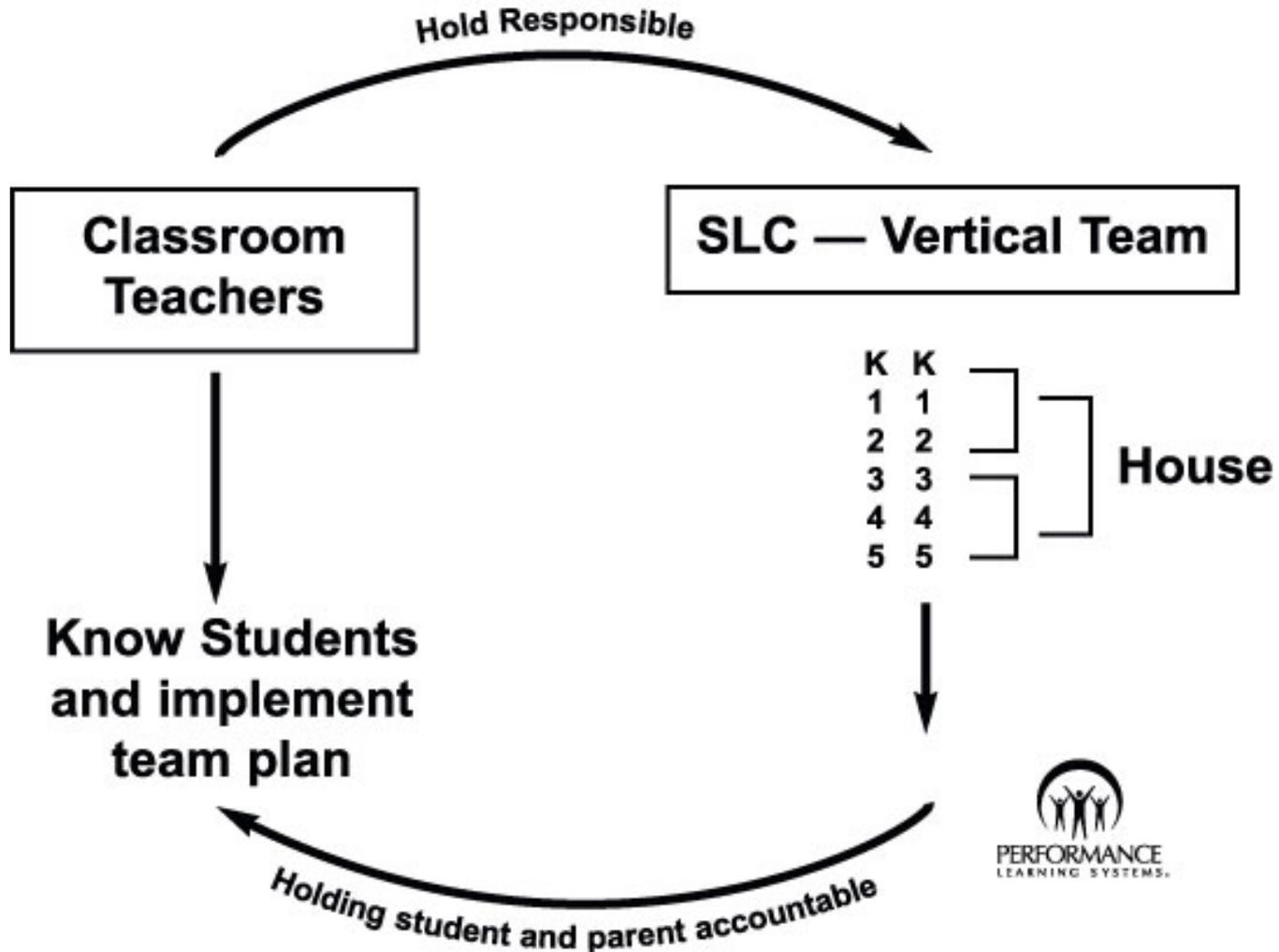
- Parallel Play
- Adversarial Relationships
- Congenial Relationships
- Collegial Relationships

Roland S. Barth

Relationships Within the Schoolhouse

ASCD 2006

Elementary School



ADMINISTRATOR CHANGES

- What leadership behaviors support the teacher and student behaviors that will maximize student achievement?

Changes Needed to Improve Student Achievement

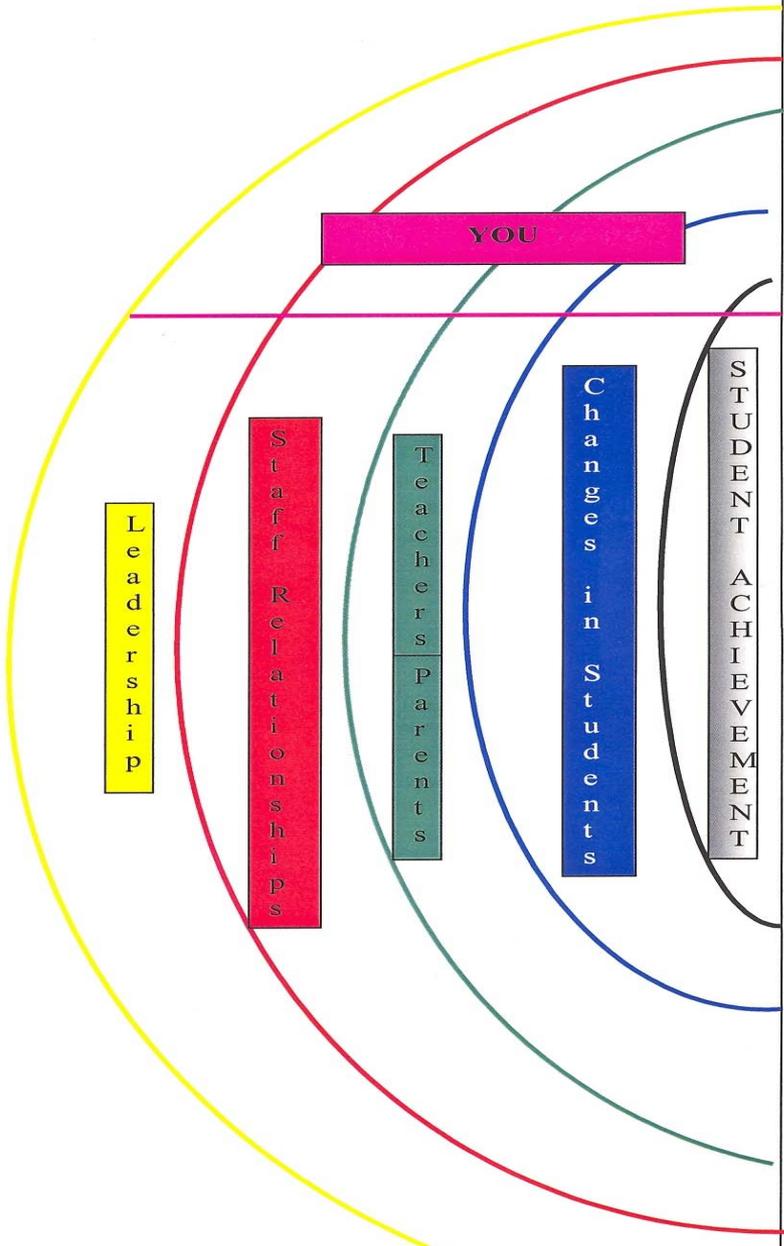
1. What are the changes in student behavior, performance, choices, effort, etc., that you believe are precursors to the improvement in student learning that you seek?

2. What changes must occur in individual staff/teacher practices to generate the changes you seek in students?
What changes must occur in parent practices to generate the changes you seek in students?

3. Are there changes that need to occur in the way that staff members work with each other in order for the desired individual staff members changes to occur?

4. What are the behaviors/practices of school leadership that are necessary to initiate, motivate, and support these changes?

5. How do you see your role in the changing behaviors of students, teachers, teacher leaders, and administrators?



CONVERSATIONS

- When students are not making adequate learning progress, what do you hear teachers say?

What do you see teachers do?

- What is the common pattern in the classrooms where teachers are missing sufficient instructional strategies?

CONVERSATIONS

- What strategies are most teachers using to increase student learning?
- How are various grade levels similar and different in their efforts to build student achievement?

CONVERSATIONS

- What relationships exist between teachers' expectations of students and their approach to instruction?
- What three teacher behaviors could have the biggest impact on student achievement at your school?

CONVERSATIONS

- In a nutshell, what has the impact of the coaching program been so far?
- What percentage of teachers do you believe are willing to experiment with currently unused strategies to improve student achievement? How much effort should the leadership in your school invest in this? Why?

CONVERSATIONS

- What options exist for motivating staff to join in coaching for increasing student achievement?
- What risks do we run to try? What risk if we don't?
- Timeline and plan.



Questions for Life

Cue Words

PERCEPTION

Observe	Hear
Notice	Touch
Detect	Feel
Picture	Taste
See	Smell

INDUCTION

Qualities
Rule
Pattern
Generalization
On the whole
Common elements
Common characteristics

ANALYSIS

List	Sequence
Outline	Categorize
Classify	Analyze
Reasons	Factors
Parts	Procedures
Sort	Mind map
Define	Steps

SAME/DIFFERENT

Compare
Contrast
Differentiate
Same
Different
Alike
Similar

INSIGHT

Insights Parallel
Inference pattern
Realization Infer
Overlapping Relationship
 pattern
Connection

APPRAISAL

Weigh	Grade
Rate	Prioritize
Appraise	
Rank (by value)	
best-to-worst	
most-to-least	

SUMMARY

Main idea	Condense
Main point	Reduce
Summary	Sum up
Focus	In a nutshell
Summarize	

EVALUATION

Belief	Judge
Viewpoint	Decide
Opinion	Evaluate
Believe	Critique

IDEA

Ideas
Goals
Options
Changes
Ways
Possibilities
Opportunities

PREDICTION

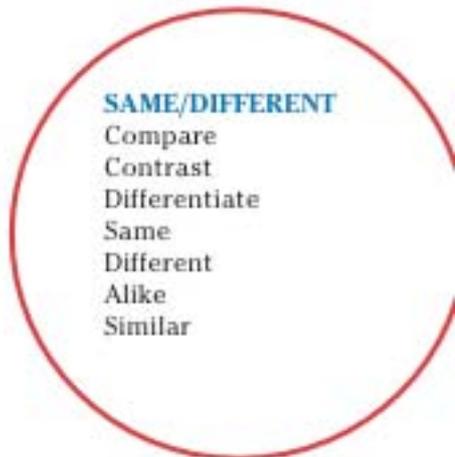
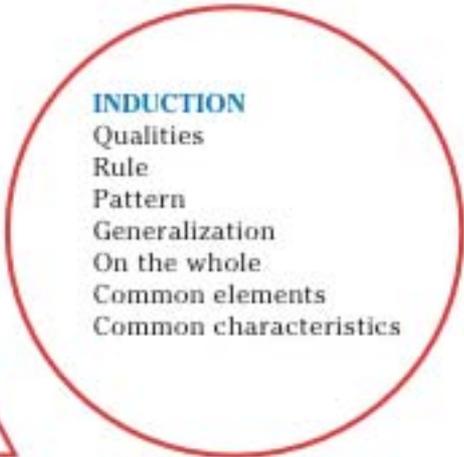
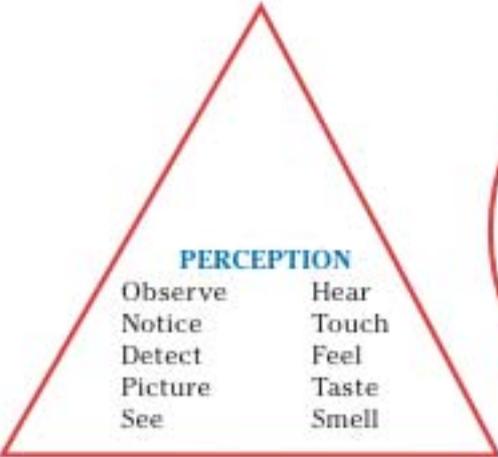
Predict
Forecast
Hypothesize
Consequences
Affect
Effect
Happen

ACTION

Apply	Build	Do
Use	Write	Graph
Plan	Make	Design
Combine	Draft	Compose
Construct	Draw	Role play
Interview	Report	Produce
Simulate	Compute	Create



Questions for Life



Row 1: Gathering Information



Questions for Life



INSIGHT

Insights	Parallel
Inference	pattern
Realization	Infer
Overlapping	Relationship
pattern	
Connection	

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Row 2: Working with Information



Questions for Life



Row 3: Taking Action

Questions for Life

- Listen as Steve thinks through the questions he might use . . .

teacher tells you that she believes reading aloud is an important component of reading workshop time, but she doesn't use it often because the students don't listen during the reading. They fidget and are seldom able to respond to questions she asks.

- Step 1 Questions:

What benefits do you see from using reading aloud? *Analysis*

Which of these benefits is of most important to your students? *Appraisal*

Are these benefits important to all your students or more important to some?

Same/Different

How much do you want to invest in making reading aloud lessons work effectively?

Why? *Evaluation*

- My Thinking:

If these questions uncover an understanding of the read aloud strategy and a commitment of the teacher to want it to work, I'd proceed with a problem solving approach.

If it did not, I'd explore other areas or interest or ways to increase teacher understanding and commitment.

- Assuming understanding and commitment ...
Step 2 Questions:

Pick a lesson or activity (any content area) where you've seen your students listen well.

Describe what you saw. *Perception*

Identify another six times you've seen that. *Analysis*

What is common about those times? *Induction*

What is the critical issue to focus on... improving our students listening skills or motivating your students to use the listening skills they possess? Why? *Evaluation*

If I were to model a read aloud lesson with your students, what would you recommend I pay particular attention to when planning? *Idea*

My thinking: Hopefully, the teacher would invite me to do the modeling using her advice.

If that happened, I would ask the teacher to observe and collect the following data:

Question:

Where did you see the students listening the same as in previous lessons, less than in previous lessons, more than in previous lessons? *Analysis*

My thinking: This modeling and data collection would set the stage for repeated models, experimentation, and hopefully an invitation for the coach to observe the students as the teacher experimented.