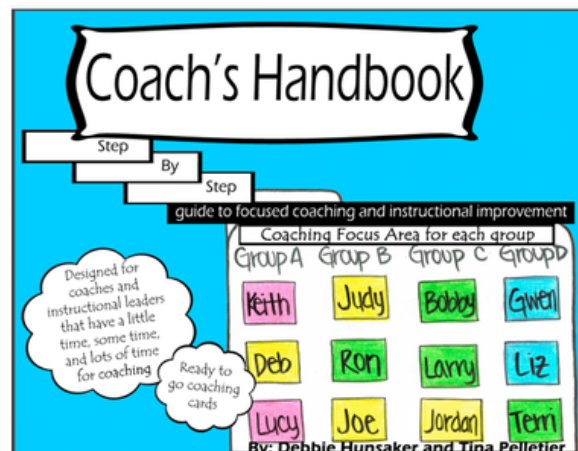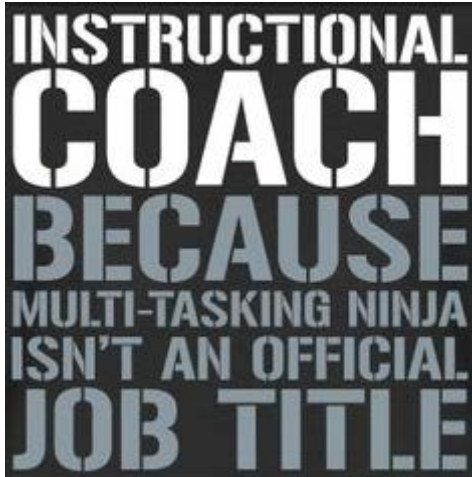# Focused Coaching and

Instructional Improvement

By Debbie Hunsaker

"I absolutely believe that people, unless coached, never reach their maximum potential."
-CEO, Home Depot

The first session on Focused Coaching and Improved Instruction from 9:00-10:15

Session 1 Handouts:

- Coaching Center for Job Description
- Implementation Plans
- Implementation Plan Template

The continuing session on Focused Coaching and Improved Instruction from 10:30-11:45

Session 2 Handouts:

- Coaching Focus Folder
- Coaching Cards
- Coaching Cycles
- Group Coaching Examples
- Focused Coaching Example

Coaching Center

Creating a Job
Description/Coaching
Expectations and Schedule

(Penn Instructional Coaching)

WHY DO I NEED A JOB DESCRIPTION/ COACHING EXPECTATIONS AND COACHING SCHEDULE?

To ensure admisntration, teachers, and you have the same expectations about what you will be doing
to improve teaching and learning throughout the school

HOW DO I USE A JOB DESCRIPTION AND COACHING SCHEDULE?

Share with teachers and review it often with admistration to ensure you have the same expectations
and to make modifications as needed

WHAT DO A JOB DESCRIPTION AND COACHING SCHEDULE LOOK LIKE?

Look at the Job Descriptions and Coaching Schedules in the Resources Tab, adapt examples or create
your own, or download and modify examples on the website:

www.coachshandbook.com

Center Directions
Choose one of the two activities below.

1. Review the Job Descriptions on pages 37-39. Decide which one works the best for you and then modify it to meet your needs.

Job Descriptions	Notes about Job Descriptions *Will I use this or modify it?*
Page 37: Job Description: Instructional Coach	Yes, No, or Modify?
Page 38: Job Description: Design your own	Yes, No, or Modify?
Page 39: Job Description: Instructional Coach Implementation Plan	Yes, No, or Modify?
Combination of Pages 37-39	
Other…	

Based on your notes above, list Next Steps in your Coaching Notebook for your Job Description.

Example:
☐   Create Job Description
☐   Add Job Description to Coaching Binder and Coaching Environment
☐   Decide what information will be shared with staff and how and when you will share it (i.e., staff meeting, newsletter, email)

2. Review the Coaching Schedules on pages 50 & 51. Decide which one works the best for you and then modify it to meet your needs.

Coaching Schedules	Notes about Coaching Schedules *Will I use this or modify it?*
Page 50: Coaching Schedule	Yes, No, or Modify?
Page 51: Coaching Schedule	Yes, No, or Modify?
Combination of Pages 50 & 51	
Other…	

Based on your notes above, list Next Steps in your Coaching Notebook for your Job Coaching Schedule.

Example:
☐ Create Coaching Schedule
☐ Add Coaching Schedule to Coaching Binder and Coaching Environment
☐ Decide what information will be shared with staff and how and when you will share it (i.e., staff meeting, newsletter, email)

Whole Group Implementation Plan 2017/2018					
Teacher receives initial professional development on new program including an introduction to all materials and resources.	Teacher receives PD on why (research) and how (instructional delivery) of using the program during whole group instruction and fidelity is defined.	Teacher receives PD in developing lesson plans, classroom organization, scope & sequence, pacing, daily time frame, & non-negotiables for ELA	Teacher receives support in developing lesson plans, classroom organization, scope & sequence, pacing, daily time frame, & non-negotiables for ELA	Teacher begins to use program to teach whole group.	Teacher refers to detailed lesson plans or program manual while teaching whole group.
August 14th, 15th, and 16th		August 23rd		August 28th	
Teacher receives additional PD on Instructional Routines Handbook.	Teacher refers to Instructional Routines Handbook and implements/practices routines during instruction.	Teacher receives support with instructional routines used during whole group instruction.	Teacher administers assessment assessment for placement (ie. ISIP, placement test, Phonics Survey).	Teacher analyzes placement assessment results, reflects on instruction, and tiers students into groups.	Teacher reflects on use of program and identifies next steps for improving instruction during whole group.
Fri./Wed. by Sept. 15th			By Sept. 15th	By Sept. 18th	
Teacher receives PD on identified areas of concern regarding whole group instruction.	Teacher continues to use lesson plans and/or program manual while teaching and implementing next steps.	Teacher administers weekly assessments.	Teacher analyzes weekly assessments and reflects on instruction.	Teacher reflects on use of program and identifies areas of concern regarding whole group instruction.	Teacher participates in instructional round and reflects on next steps.
Friday or Wednesday					
Teacher implements next steps to strengthen instruction in weak areas and this is reflected in lesson plans and walkthrough data.	Teacher continues cycle of teach, assess, analyze, reflect, revise (Continuous Improvement Cycle).	Teacher's lessons are well planned and executed in whole group with fidelity; weekly assessments are consistently at 80% proficiency for ____ of the students.	Anticipated PDs to be administered as needed: • Administering Assessments • Using Technology Components • Interactive Focus Walls • Science/Social Studies Correlations • Writing in ELA • Close Reading		

Wonders Small Group Implementation Plan 2017/2018					
Teacher receives initial professional development on new program including an introduction to all materials and resources.	Teacher receives PD on why (research) and how (instructional delivery) of using the program during small group instruction and fidelity is defined.	Teacher receives PD in developing lesson plans for differentiated groups, partner and independent practice activities&routines, & grouping through PM.	Teacher implements small group structure to teach routines.	Teacher administers assessment for placement (ie. ISIP, placement test, Phonics Survey).	Teacher analyzes placement assessment results, reflects on instruction, and tiers students into groups.
August 14th,15th,&16th	August 23rd	August 23rd	August 28th	By Sept. 15th	By Sept. 18th
Teacher receives support in developing lesson plans, classroom organization, scope & sequence, pacing, daily time frame, & non-negotiables for ELA	Teacher begins to use program to teach whole group.	Teacher refers to detailed lesson plans or program manual while teaching whole group.	Teacher reflects on use of program and identifies next steps for improving instruction during whole group. ("Teacher Brain Dump")	Teacher receives PD on identified areas of concern regarding small group instruction.	Teacher continues to use lesson plans and/or program manual while teaching and implementing next steps.
	Sept. 18th				
Teacher administers weekly assessments.	Teacher analyzes weekly assessments and reflects on instruction.	Teacher reflects on use of program and identifies areas of concern regarding small group instruction.	Teacher participates in instructional round and reflects on next steps.	Teacher implements next steps to strengthen instruction in weak areas and this is reflected in lesson plans and walkthrough data.	Teacher continues cycle of teach, assess, analyze, reflect, revise (Continuous Improvement Cycle).
Teacher's lessons are well planned and executed in whole group with fidelity; weekly assessments are consistently at 80% proficiency for ___ of the students.	Anticipated PDs to be administered as needed: ● Administering Assessments ● Grouping/Regrouping ● Close Reading ● Partner Practice Activities ● Independent Practice activities				

Begin with the end in mind. What do you want everyone to be able to do? What does it look like when it is successful for teachers and students? Finally, identify critical turning points in the plan. These will be your focus areas for Part 3: Group Coaching. **The critical turning points are in bold.**			
Implementation Plan **Implementing a New Program for Whole Group Instruction**			
A. Teacher receives initial professional development on new program including an introduction to all materials and resources	B. Teacher receives follow up PD on the why (research) and how (instructional delivery) of using the program during whole group instruction and fidelity is defined	**C. Teacher receives support in developing lesson plans following scope and sequence and materials and resources of new program**	D. Teacher begins to use program to teach whole group
E. Teacher refers to detailed lesson plans or program manual while teaching whole group	F. Teacher administers first weekly assessment	G. Teacher analyzes weekly assessments and reflects on instruction	**H. Teacher reflects on use of program and identifies next steps for improving whole group instruction**
I. Teacher continues to use lesson plans and/or program manual while teaching and implementing next steps	J. Teacher administers second weekly assessment	K. Teacher analyzes second weekly assessment and reflects on instruction	L. Teacher reflects on use of program and identifies next steps for improving whole group instruction
M. Continue through as many weekly assessments as needed to ensure teachers are reflecting on their instruction connected to student achievement before moving onto N	N. Teacher administers weekly assessment and analyze results for next steps	O. Teacher has reflected on weekly assessments and implemented next steps to strengthen instruction in weak areas and this is reflected in lesson plans or on sticky notes within manual	P. **Teacher is well planned and implementing whole group with fidelity and weekly assessments are consistently at 80% proficiency for 80% of the students.**

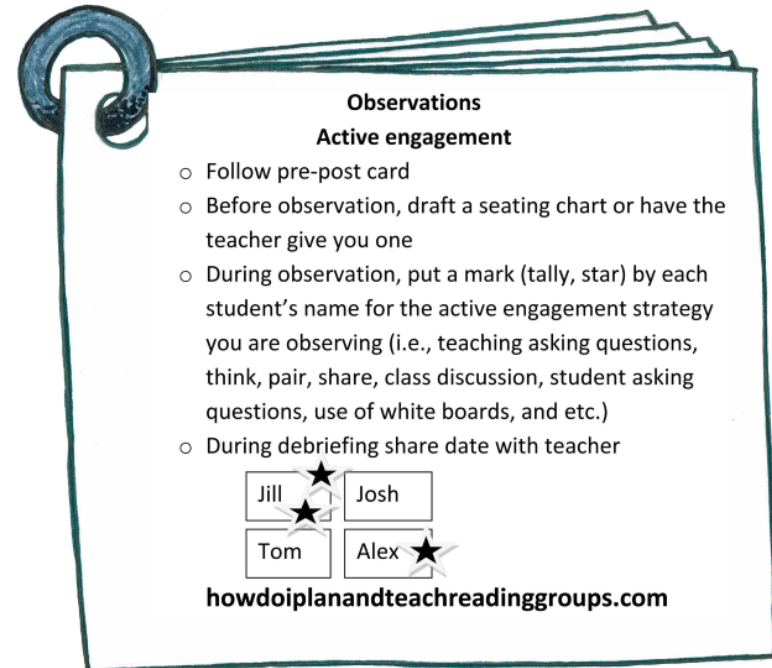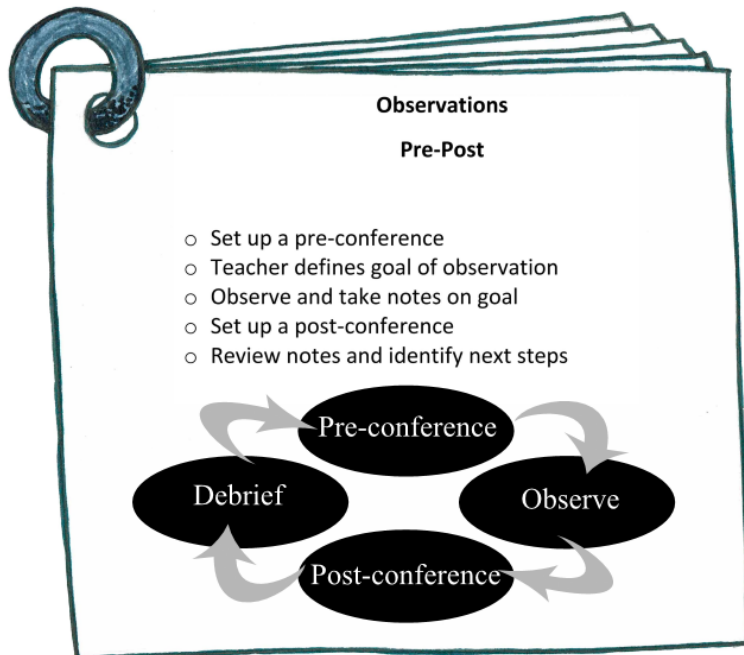| Begin with the end in mind. What do you want everyone to be able to do? What does it look like when it is successful for teachers and students? Finally, identify critical turning points in the plan. These will be your focus areas for Part 3: Group Coaching. **The critical turning points are in bold.**			
Implementation Plan **Implementing a New Strategy**			
A. Teacher receives initial professional development on new strategy including an introduction to all materials and resources that are needed	B. Teacher receives follow up PD on the why (research, standards) and how (instructional delivery) of using the strategy	C. **Teacher receives support in developing lesson plans which incorporate the strategy**	D. Teacher begins to use strategy with students
E. Teacher refers to detailed lesson plans or steps in the strategy while teaching	F. Teacher analyzes formative assessments and reflects on instruction	G. **Teacher reflects on use of strategy and identifies next steps for instruction**	H. Teacher continues to use detailed lesson plans and/or strategy steps (as needed) while teaching and implementing next steps
I. Teacher analyzes formative assessments, reflects and identifies next steps for improving teaching and learning	J. **Teacher is using strategy consistently in lesson planning and with students and reflecting on next steps using formative assessments**		

Begin with the end in mind. What do you want everyone to be able to do? What does it look like when it is successful for teachers and students? Then, either work backward or start at the beginning and work towards the end. **Finally, identify critical turning points in the plan.**			
Implementation Plan for **Planning and Teaching Reading Groups** *Based on the book, "How do I plan and teach reading groups?"* *Howdoiplanandteachreadinggroups.info*			
A. Teachers learn about an exciting new resource that will help both students and teachers	B. Teachers receive PD on how implementing reading groups will help students and teachers	C. Teachers have identified how teaching reading groups will help their students and their teaching	D. Teachers receive PD on creating a focus folder
E. Teachers have created a focus folder	F. Teachers receive PD on grouping students	G. Teachers group students	H. Teachers have students grouped and placed on the focus folder
I. Teachers receive PD on targeted activities	**J. Teacher plans to use a few targeted activities with reading groups**	K. Teacher is beginning to use a few targeted activities with at least one reading group	L. Teacher is beginning to use multiple targeted activities with all reading groups
M. Teachers are discussing the use of targeted activities during collaborative teams	N. Teachers receive PD on using ready to go mini-lessons	**O. Teacher plans mini-lessons with targeted activities to use with reading groups**	P. Teacher is beginning to use mini-lessons with at least one reading group
Q. Teacher is using ready to go mini-lessons with all reading groups	**R. Teachers are discussing mini-lessons and progress of students during collaborative teams**	S. Teachers receive PD on creating their own mini-lessons using PDSA cycles	T. Teacher creates lesson plans using PDSA cycles
U. Teacher is beginning to use PDSA cycles with at least one reading group	V. Teacher is using PDSA cycles with all reading groups	W. Teachers are discussing PDSA cycles and progress of students during collaborative teams	**X. Teacher is regrouping students using data from PDSA cycles**

Coaching Focus Folder Stages of Implementation			
Group A	**Group B**	**Group C**	**Group D**
C: Conversations, **CC**: Clearly Communicate, **PC**: Peer Coaching, **R**: Resources, **O**: Observations, **DL**: Demonstration Lessons			
Coaching Focus Areas	**Coaching Focus Areas**	**Coaching Focus Areas**	**Coaching Focus Areas**
C: Ask questions, **listen** to concerns and then share a little information to peak interest but not overwhelm	C: Ask questions, listen to hesitations and pair with a colleague that can provide support.	C: Ask questions, listen and then brainstorm solutions with "If this…then that" statements.	C: Provide encouragement for acting in a leadership role and provide motivation for collaborative conversation
C: Acknowledge concerns using reflective statements	CC: Excitedly share information about the implementation in a variety of ways (verbally, email, staff meetings)	C: Address immediate tasks or demands and not what will or could happen in the future	CC: Seek feedback and ideas on the implementation that would help support others or make the resources more effective
CC: Pre-correct gossip and inaccurate sharing by clearly communicating about the implementation and ensure questions are relevant	CC: Use personal notes to provide encouragement	CC: Clarify the steps and parts of the implementation by providing a "how-to" document or checklist that lists Create a timeline for implementation	PC: Assist in organizing time for modeling and sharing implementation
PC: Encourage discussion with a colleague that is further along with the implementation	PC: Encourage or set up conversations and classroom visits with others that are a little further along in the implementation	PC: Encourage observations in classrooms of teachers that are just a step or two ahead in the implementation	R: Help access resources needed to refine their ideas and put them into practice
R: Help gather and organize the resources needed for a specific part of the implementation	PC: Connect with other teachers that have had similar hesitations but have moved passed them	R: Assist in streamlining access to the materials and resources	O: Arrange for observations by other staff
O: Complete pre and post observation meetings	R: Provide support in identifying and using the available resources	O: Complete pre and post observations	DL: Encourage a leadership role in collaborative planning and time for discussions to occur
DL: Develop the lesson and meet to go over process for modeling, observing, and debriefing, and repeat as necessary	O: Complete pre and post observations	DL: Plan lesson together, model, debrief, plan together again, observe, debrief and continue cycle as needed	
	DL: Plan lesson together, model small and most critical piece, debrief, plan together again, observe same critical piece, debrief, and continue cycle as needed		

Coaching Cards

The Coaching Cards include additional ideas for the coaching focus areas on the Coaching Focus Folder. Cut down the middle both vertically and horizontally to get 4 cards per page. Then, hole-punch each card in the upper left hand corner and put them on a ring.

Observations

Pre-Post

- Set up a pre-conference
- Teacher defines goal of observation
- Observe and take notes on goal
- Set up a post-conference
- Review notes and identify next steps

Pre-conference

Debrief

Observe

Post-conference

Observations

Active engagement

- Follow pre-post card
- Before observation, draft a seating chart or have the teacher give you one
- During observation, put a mark (tally, star) by each student's name for the active engagement strategy you are observing (i.e., teaching asking questions, think, pair, share, class discussion, student asking questions, use of white boards, and etc.)
- During debriefing share date with teacher

| Jill ★ | Josh |
| Tom | Alex ★ |

★

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Conversations
Use AND, not BUT
Jim Knight, Unmistakable Impact

- ❑ Change your thinking about these two words
- ❑ Use AND instead of BUT
- ❑ See people be more open
- ❑ See yourself being more positive

Example: Lucy, when I was observing your lesson I noticed how much you were engaging your students, and I would like to help you connect that engagement to your lesson plans.

Non-example: Lucy, when I was observing your lesson I noticed how much you were engaging your students, but you were not using the lesson plans you created. How can I help you with this?

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Conversations
Reflective Coaching Stems:
Paraphrasing

- ❑ So…
- ❑ Let me make sure I understand…
- ❑ In other words…
- ❑ If I reflect on that what you are saying…
- ❑ I noticed you used the word…are you saying that…
- ❑ Can I paraphrase here what you are saying so I can be sure to understand?

Example: Lucy, let me make sure I understand. You are saying that you don't have the resources to teach the vocabulary strategy effectively and you are feeling frustrated? Is that correct?
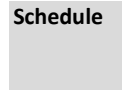
Non-example: I noticed in your lesson you were not prepared. You said you did not have a manual. Where is it?

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Clearly Communicate
Professional Development Board

- ❑ Create a place in your coaching environment for a PD board (Bulletin board, magnetic board, chart paper)
- ❑ Include your schedule, meeting times, upcoming PD for teachers, kudos to teams and teachers, and other relevant information
- ❑ Switch it up to keep it fresh and motivate teachers to check frequently

Example PD board:

Schedule	Kudos to 2nd grade 95% of kids met their reading goals!	Coffee talk T: 7am	Weekly PD M: Study Group 3-4 T: PLC 3-4:30

New supplies donated. Check in library!

Clearly Communicate
Advertise your services

- ❑ Create a one-pager or an infographic that highlights your job description
- ❑ Include ideas how you can support teaching and learning
- ❑ Post in coaching environment and in the teachers' lounge

Conversations	Demonstration Lessons	Peer Coaching
Let's Talk		
	Is there something you want demonstrated?	Teachers supporting teachers

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Peer Coaching
Co-Planning

- ❑ Establish a meeting time
- ❑ Clearly coordinate what resources to bring
- ❑ Discuss goal or common point of discussion
- ❑ Discuss roadblocks to student learning
- ❑ Brainstorm strategies to overcome roadblocks
- ❑ Share strategies connected to the goal
- ❑ Establish a follow up meeting time

Example: Two first grade teachers are meeting to strategize a way to support students who are having difficulty blending sounds in words. One teacher models how she uses Sound Boxes with students for extra practice. The other teacher agrees to try the Sound Boxes. They plan to meet again in two weeks after progress monitoring to see if the students are doing better.

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Peer Coaching
Co-Teaching

- ❑ Meet to discuss and plan the lesson
- ❑ Decide which segment of the lesson each will teach
- ❑ Go over the instructional strategies each will use
- ❑ Discuss what the other teacher will do when not teaching
- ❑ Be sure the goals of the lesson are clear
- ❑ Decide on goals for notes and observation of the lesson

Example: Lucy and Suzy meet to discuss a lesson they will co-teach. They discuss the following questions. What do we hope to accomplish in the lesson? What are the goals? What do we both need to know and do to make this lesson successful? Which part will I do? Which part will you do? When they are finished teaching they will discuss what went well and why, what did not go well and why not and what they may do differently next time.

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Resources
Wish List

- ❑ Teachers create a wish list
- ❑ Post wish lists on PD board in your coaching environment
- ❑ Anyone can honor the wish and be acknowledged or stay anonymous

Wish List		
Wish	**Honored**	**Thank You**
I really need some Magic Treehouse books for my classroom library if anyone has duplicates. (Mrs. C)	I have several duplicates and I'll give you a few. Come see me during my prep. (Mr D)	My kids love the books. Thank you Mr. D. Thanks Mr. D. We love the books. Bobby and Marc

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Resources
Checklist

- ❑ Provide a checklist of what resources teachers should have for the programs/curriculum they teach
- ❑ If resources are missing, they bring their checklist to you and you "go on the hunt" for what they need
- ❑ Provide a checklist of helpful resources teachers may want to purchase or borrow from other teachers

Resources you should have	Resources that will be helpful
Teacher Manuals 1-6	Small white boards
3 novel sets with 25 books	Dry erase markers
25 student planners	Cloth erasers
Leveled text library (50 books)	

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Grade:	Time:		Focus:

PLAN – Goal	**DO** – **Coaching Plan**	
	Teach: Provide explicit professional development (PD) What is it? What is it not? Why do we need to use it?	**Model:** Provide explicit modeling of the activity or strategy Walk through the activity step by step Provide modeling of the activity that is grade level specific
	Practice: Follow up with coaching support including observations and feedback, side-by-side coaching, and additional PD	**Apply**: Once teachers have practiced and coaching support has been provided, follow up with a longer observation to ensure teachers are applying the activity

Coaching Plan	Session 1	Session 2	Session 3

Act – Next Steps	**Study** – Implementation of Coaching Plan

Who needs additional PD and coaching support?
Who moves on to another DO and different targeted PD?
How do I know the activity has been mastered?

Data Source (observations and debriefing)

+ getting it	✔ mostly getting it	— not getting it but trying	! not trying to get it

Teacher	date	date	date	date	date	date	Overall

Plan, Do, Study, Act (PDSA)

1-PLAN Goal	2-DO Coaching Plan

2-DO Coaching Plan

Coaching Plan	Coaching session	Coaching session	Coaching session
1.			
2.			
3.			
4.			
5.			

3-STUDY Implementation of Coaching Plan

Data Sources (meetings, conversations, classroom observations, modeling and observing teachers, student data)

+ getting it Collaborative	✔ mostly getting it Cautious	— not getting it but trying Hesitant	! not trying to get it Reluctant

Teacher	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Overall for 3 weeks

Notes:

4-ACT Next steps	
Who needs additional coaching support on this activity/strategy/concept? • Teachers not demonstrating evidence of applying the activity/strategy/concept	
Who moves on to another DO and/or different coaching support? • Teachers demonstrating evidence of applying the activity/strategy/concept	
How do I know the activity has been mastered? • Evidence (classroom observations, conversations, meetings, student data) of teachers moving through the steps from teaching and modeling to practicing and applying	
Is just group coaching needed?	
Is some group and some individual coaching needed?	
Is just individual coaching needed?	

Coaching Cycle

Teacher:_____

Step 1 Pre-conference	Plan to meet with coach/peer on Date:_____@Time:_____ to begin a Coaching Cycle *(Refer to Instructional Focus Options)*
Step 2 Observe	Coach/Peer will observe_____on: *(instructional focus)* Date:_____@ Time:_____. *(Whole Group/ Small Group/ Workshop)*
Step 3 Debrief	Then debrief and reflect on lesson Date:_____@Time:_____
Step 4 Model	Then model on _____on: *(instructional focus)* Date:_____@ Time:_____.*(Whole Group/ Small Group/ Workshop)*
Step 5 Debrief	Then observe and debrief lesson on _____on: *(instructional focus)* Date:_____@ Time:_____. *(Whole Group/ Small Group/ Workshop)*
Instructional Focus Options	● Whole Group (e.g. Target Skill/ Strategy, Instructional Frameworks), Small Group (e.g. Differentiation) ● Workshop (e.g. Activities for Tier 1/2/3) ● Foundational Skills (e.g. Phonemic Awareness, High Freq. Words, Phonics, Fluency) ● Vocabulary and Comprehension Instruction ● Partnering Strategies ● Increase time in connected text ● Questioning and Think Alouds ● Explicit Instruction (I Do, We Do, You Do) ● Other:_____
Step 6 Next Steps	Next Steps for coach/peer and teacher:
	Please bring this form to all Steps of the Coaching Cycle

Grade: 3	Time: Team planning time 2:55-3:35	Focus: Workstations

PLAN – Goal **By October 13, 2017 3rd grade will have 2 purposeful workstations being implemented with 100% of students.**	**DO** – **Coaching Plan** -Develop workstations, meet with Brenda to gather ideas -Meet with team to discuss first workstation -Observe implementation of first workstation -Meet with teams to reflect on first workstation implementation and plan second workstation -Observe implementation of second workstation -Meet with teams to reflect on second workstation implementation and identify next steps for reinforcement or third workstation.

Teach: Provide explicit professional development (PD) What is it? What is it not? Why do we need to use it?	**Model:** Provide explicit modeling of the activity or strategy Walk through the activity step by step Provide modeling of the activity that is grade level specific
Practice: Follow up with coaching support including observations and feedback, side-by-side coaching, and additional PD	**Apply**: Once teachers have practiced and coaching support has been provided, follow up with a longer observation to ensure teachers are applying the activity

Coaching Plan	Session 1	Session 2	Session 3
Meet with Brenda/develop workstation	9-14-17		
Meet with teams to discuss 1st workstation	9-20-17		
Observation Workstation 1			
Team meeting to reflect W.S. 1/Plan W.S. 2			
Observe implementation of W.S. 2			
Team meeting to reflect W.S. 2/Next steps/Plan W.S. 3			

Act – Next Steps	**Study** – Implementation of Coaching Plan
Who needs additional PD and coaching support? Who moves on to another DO and different targeted PD? How do I know the activity has been mastered?	**Data Source** (observations and debriefing)

Data Source (observations and debriefing)

+ getting it	✓ mostly getting it	— not getting it but trying	! not trying to get it

Teacher	9-20											Overall
Mrs. A	+											
Mr. B	Abs											
Mr. C	---											