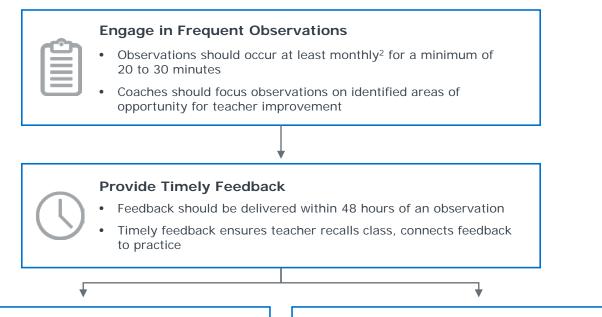


Keeping Faculty at the Leading Edge

Structuring Coaching for Teacher Improvement

A strong coaching program pairs instructional coaches with teachers to help them understand their practice, set goals, practice strategies to achieve goals, and provide ongoing support until goals are met.¹ To provide teachers with the best opportunity to improve their practice, coaching programs should be designed with four key characteristics of effective coaching in mind.

Essential Characteristics of Coaching



Offer Feedback Based in Data

- Ground feedback in data collected from classroom observations
- Objective feedback based in data about teacher actions, student behavior allows teachers to make clear connections to their practice

Examples of Data-Driven Feedback



"At minute eight, 50 percent of your class was talking and off task"

"When you prompted students with questions, only two raised their hands"

Include Modeling, Role Play in Coaching

- Engage in classroom strategy modeling, role play exercises during coaching sessions
- Modeling classroom strategies and engaging in role play allows teachers to best understand and implement new practices

Example of Modeling in Coaching Session

Student Priming Strategy

- Coach notes students' difficulty adapting to new learning situation
- 2 In coaching session, coach models priming technique
- 3 Teacher practices technique with coach until mastered
- As defined by Dr. Jim Knight, University of Kansas Center for Research on Learning.
 95 percent of teachers changed their practice with coaching once to twice a someth, as compared to 80 percent who changed practice with coaching once to twice a semester.

Source: "Teacher Perceptions of Instructional Coaching." PIIC; Knight, J., "What Do Instructional Coaches Do?" Instructional Coaching Group, December 2016; EAB interviews and analysis.