

Teacher Coaching

Bringing Professional Development into the Classroom

Fall 2014

Teachers can't improve unless they know how they're doing. But providing teachers with timely, targeted feedback is difficult.

Most teacher development takes a **one-size-fits-all** approach.

But teachers have **very different** skill levels and development needs.

Giving teachers **frequent, personal feedback** is difficult and takes time.



Frequent, personal feedback is critical in performance-based professions. It's why athletes have coaches and actors have directors.

Our coaching brings professional development directly into classrooms, helping teachers make improvements that immediately benefit students.

DIAGNOSE



The teacher and coach identify **one key area for improvement.**

SET GOALS



The teacher and coach set **measurable goals** for actions that the coach should see in the classroom.

OBSERVE



The coach sees the teacher in action, providing **real-time feedback** on missed opportunities.

PRACTICE

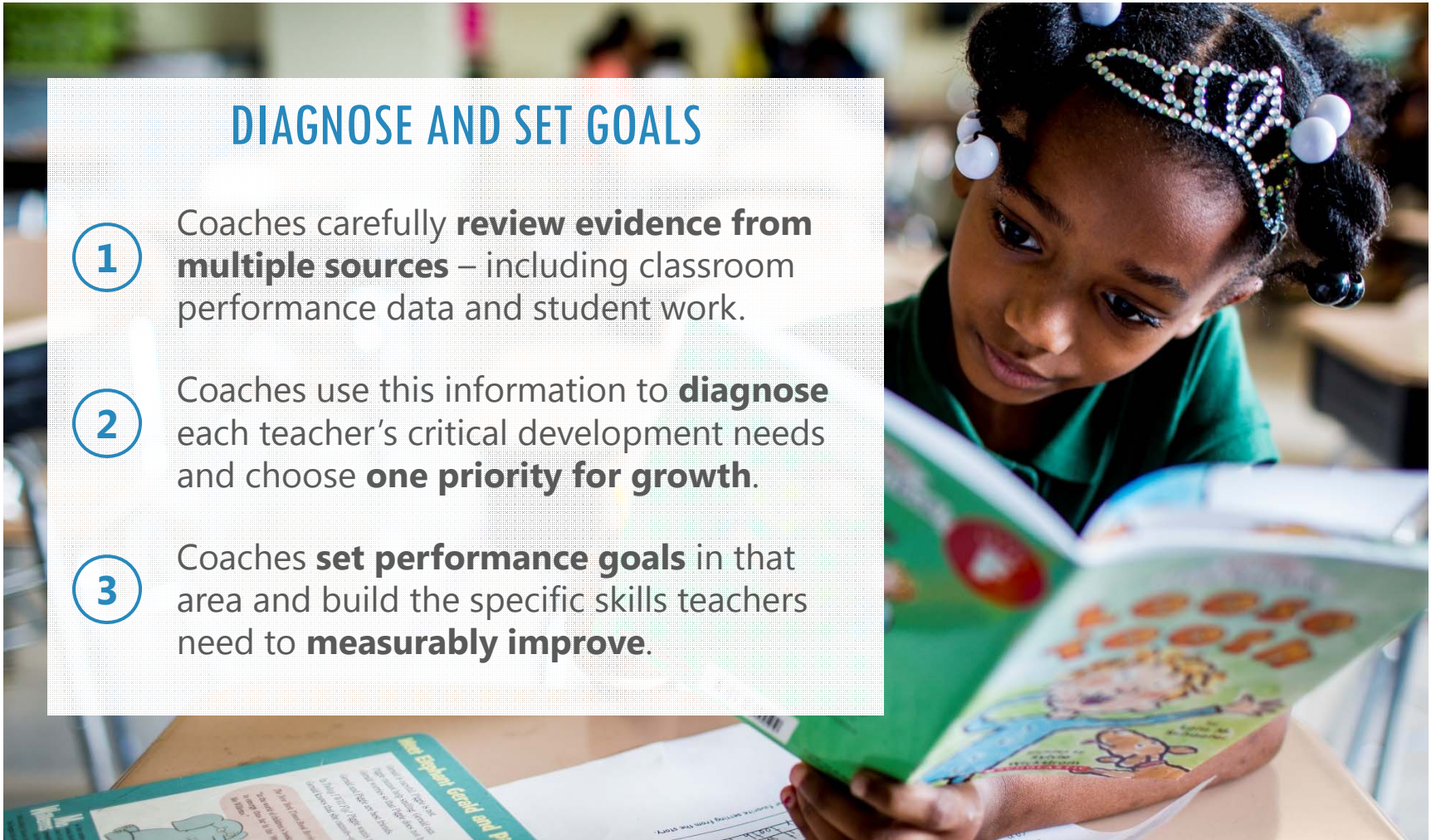


The coach and teacher debrief and practice **concrete in-classroom techniques.**

To understand and improve performance, coaches carefully assess what *teachers are teaching* and what *students are learning*.

DIAGNOSE AND SET GOALS

- 1 Coaches carefully **review evidence from multiple sources** – including classroom performance data and student work.
- 2 Coaches use this information to **diagnose** each teacher’s critical development needs and choose **one priority for growth**.
- 3 Coaches **set performance goals** in that area and build the specific skills teachers need to **measurably improve**.



Coaches *actively* observe their teachers. They circulate during lessons, giving teachers feedback right when they need it.

**INSTANT,
ACTIONABLE
FEEDBACK**

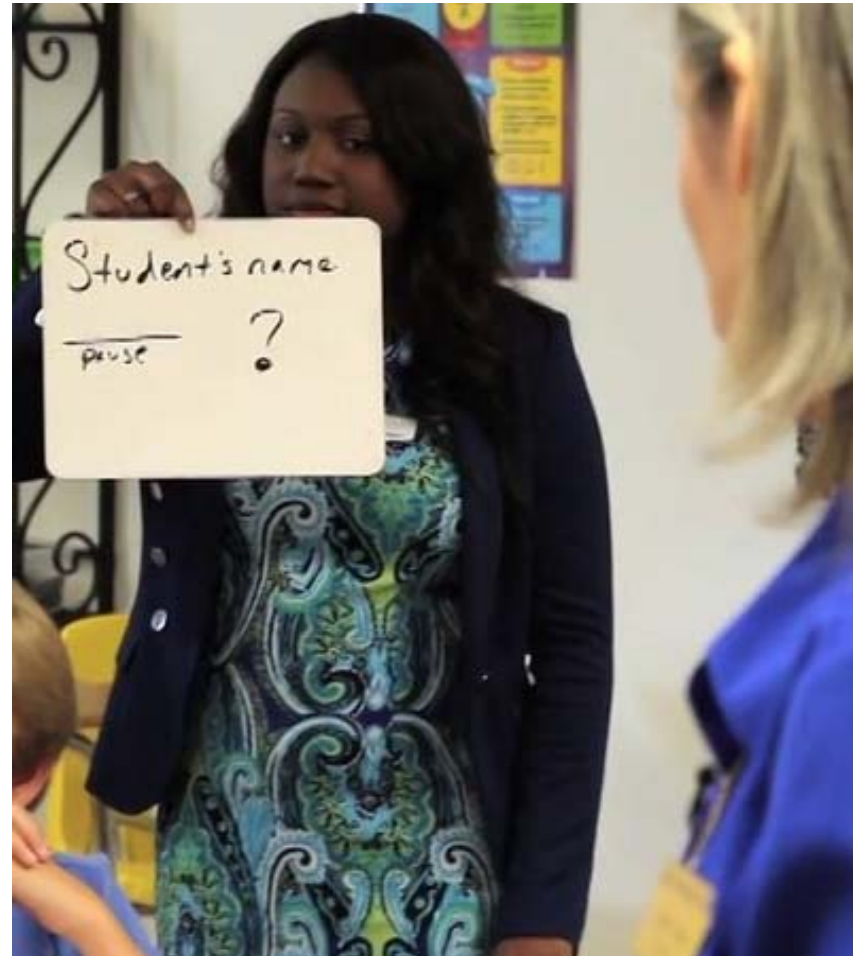
Coaches don't wait to correct a problem. They cue a teacher right when it happens.

MODELING

Coaches will model a skill so teachers can see exactly how it's done—and then try it themselves.

SUBTLE CUES

Coaches also intervene more subtly, holding up signs or whispering suggestions through an earbud.



In debriefing sessions, teachers learn by practicing bite-sized skills with specific, real-time feedback.

1. MODEL

The coach shows an instructional technique.



2. PRACTICE

The teacher immediately stands up to practice.

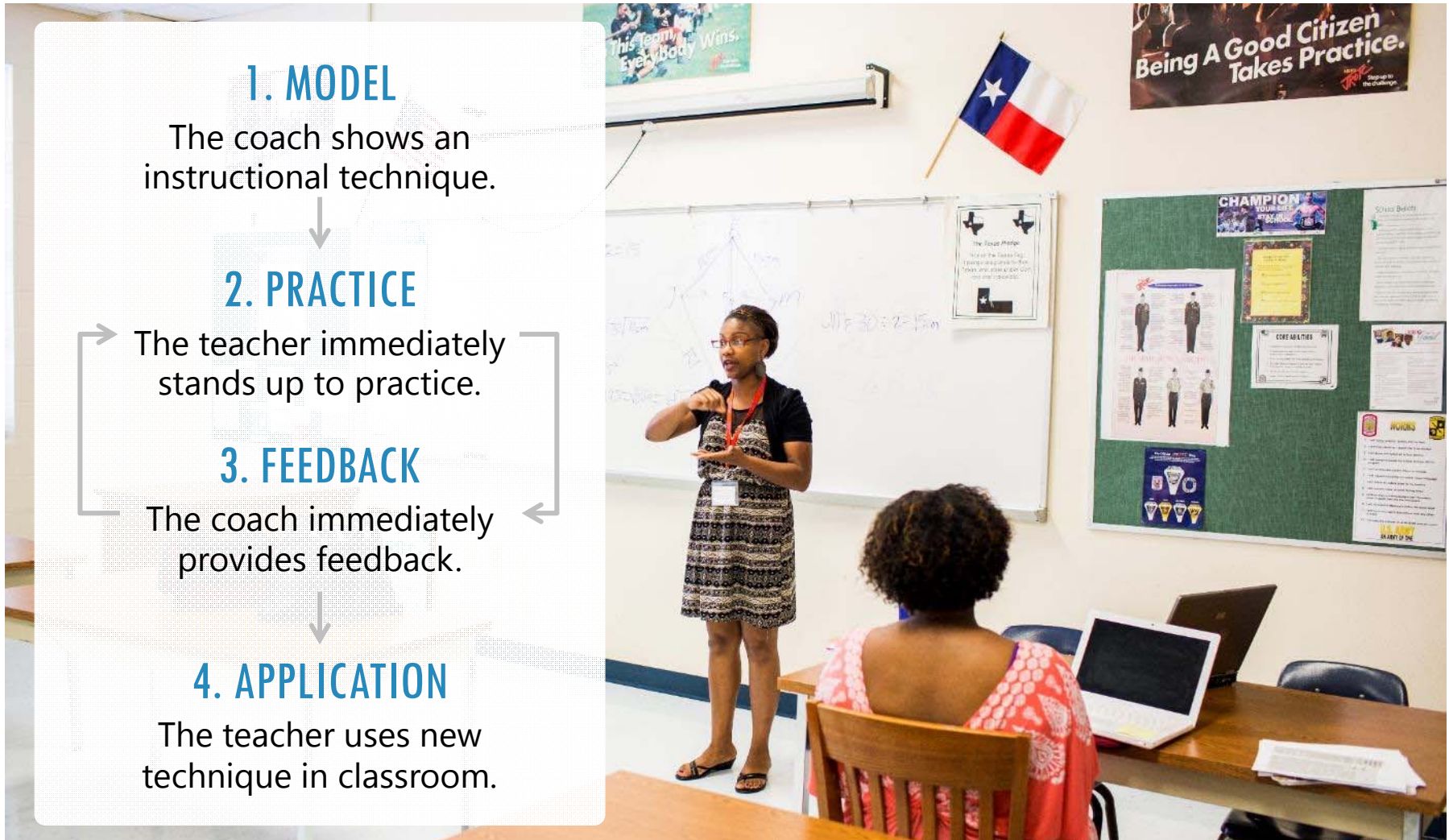
3. FEEDBACK

The coach immediately provides feedback.



4. APPLICATION

The teacher uses new technique in classroom.



Teachers can apply these techniques in their classrooms the next day – and see immediate results.



“There’s nothing better than being in a classroom **with real students** and **perfecting techniques** while working with a coach.”

- Coached teacher, Arizona



“I have been using the tactic of praising the child next to one who is not on task and **it has been working like magic!!!**”

- Coached teacher, Connecticut

Our coaching model is grounded in five key strategies to support teacher success.

1. EXPERT COACHES

Our coaches aren't just master teachers. They're also master coaches.

2. ACTIVE OBSERVATIONS

Coaches actively circulate during lessons, often stopping to model a particular skill or prompt action in more subtle ways, such as holding up signs.

3. SPECIFIC FEEDBACK

Coaches deliver bite-sized, concrete feedback that will have the biggest impact on student learning.

4. IMMEDIATE PRACTICE

Teachers can apply feedback in their classrooms the next day—and see immediate results.

5. ACTIONABLE DATA

At every step, coaches pay close attention to student work to see if changes in teacher practice are actually improving student learning.

Like teachers, schools and districts have unique coaching needs, and use our coaching model in several ways to meet those needs.



DIRECT COACHING

To help their teachers improve substantially, our own team of expert coaches provide the practice-based, one-on-one coaching teachers need.



BUILDING A COACHING TEAM

We also help schools and districts build their own team of effective coaches by identifying star teachers and training them on our coaching model.

Whatever the case, we make sure that teachers get the hands-on development they need to make a dramatic difference for their students.

Case Study: In 2013, we partnered with Bridgeport Public Schools to train and support teachers in struggling schools.

THE WORK

48 Teachers

6 Schools

2,500 Students reached

THE IMPACT

87% Of coached teachers met rigorous growth goals.

100% Of teacher respondents said coaching improved their instruction.

100% Of principal respondents said their school progressed over the year.



Our expert coaches provided in-classroom coaching, co-planning with Common Core State Standards and lesson rehearsals.

Thank you.



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