

Instructional Coaching

Lincoln Public Schools January 2023



Coaching in Different Fields

“Knowledge of disease and the science of treatment are always evolving. We have to keep developing our capabilities and avoid falling behind...expertise is thought to be not a static condition but one that doctors must build and sustain for themselves.” --Atul Gawande

- Musicians need an “outside ear”
- Athletes
- Doctors



No matter how well trained people are, few can sustain their best performance on their own. That's where coaching comes in. Illustration

by Barry Blitt

Coaching as Ongoing, School-Based, Job-Embedded Professional Development

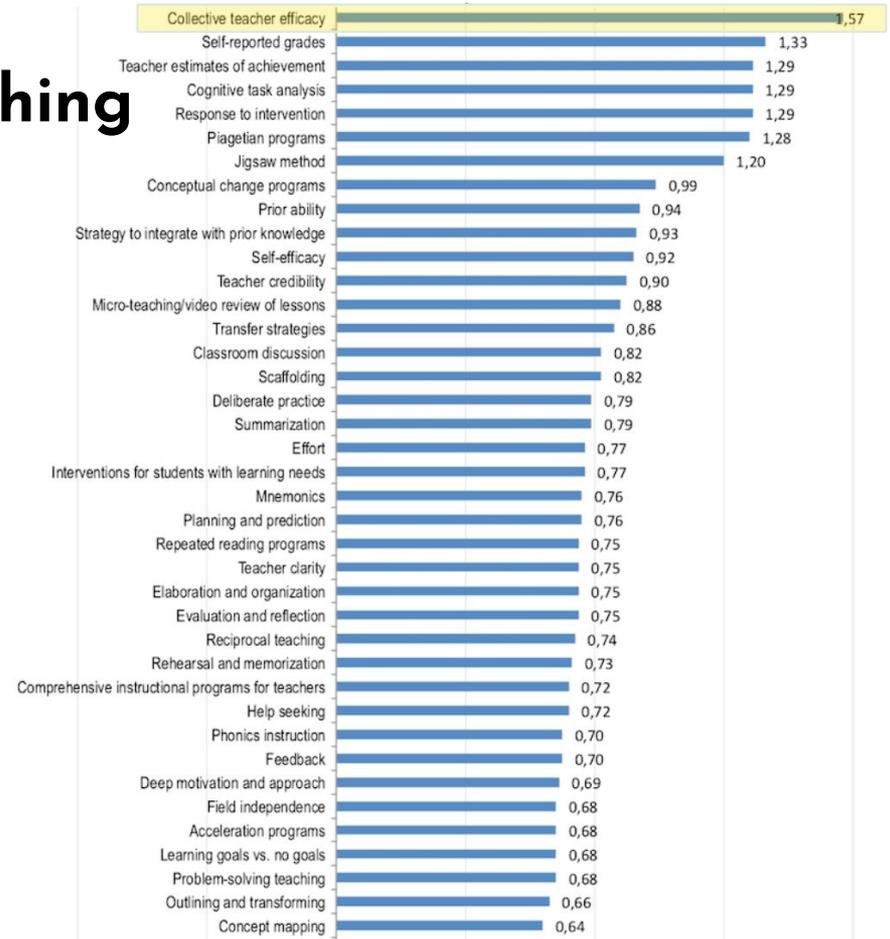
“California researchers in the early nineteen-eighties conducted a five-year study of teacher-skill development in eighty schools, and noticed something interesting. Workshops led teachers to use new skills in the classroom only ten percent of the time. Even when a practice session with demonstrations and personal feedback was added, fewer than twenty percent made the change. But when coaching was introduced—when a colleague watched them try the new skills in their own classroom and provided suggestions—adoption rates passed ninety percent. A spate of small randomized trials confirmed the effect. Coached teachers were more effective, and their students did better on tests.”

--*Personal Best: Top Athletes and Singers Have Coaches. Should you?* By Atul Gawande, The New Yorker 9/26/11

Research on Benefits of Coaching

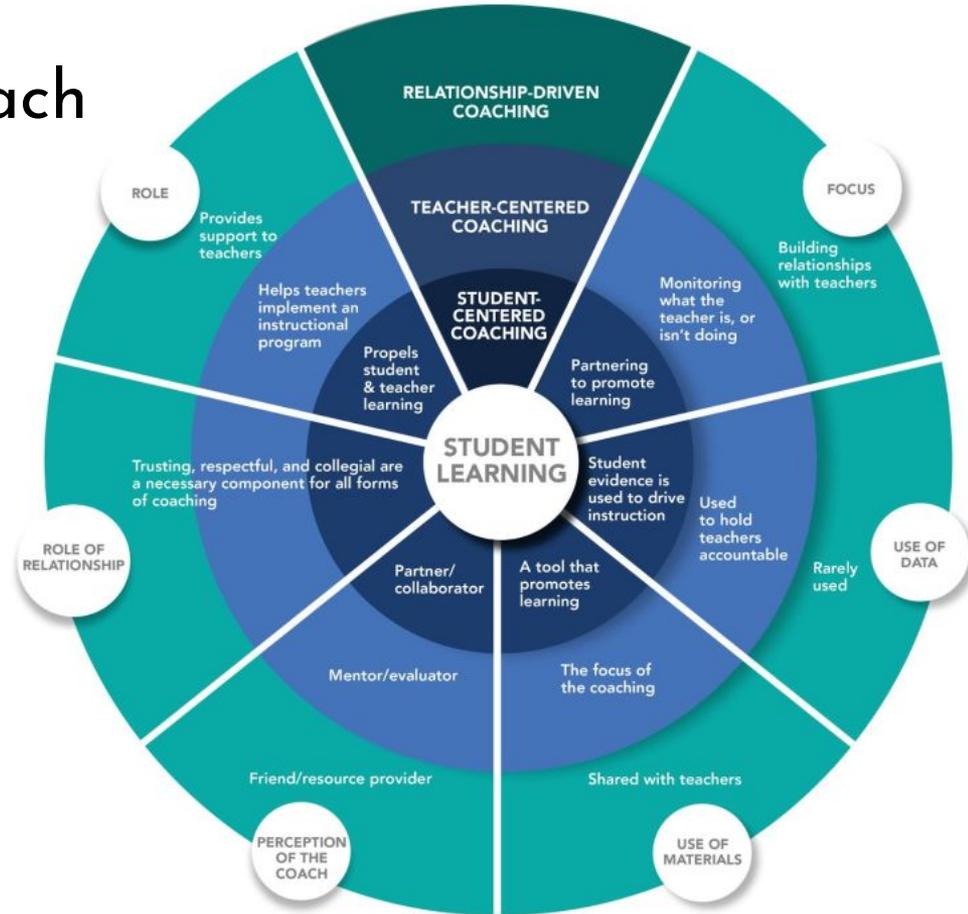
Joyce and Showers (2002) found that coaching helped teachers transfer their training into the classroom in 5 ways. Coached Ts...

1. (and Ps) practiced new strategies more frequently and developed greater skill in the actual moves of a new teaching strategy
2. used new strategies more appropriately than uncoached Ts
3. exhibited greater long-term retention of knowledge about a skill and strategies, increasing the appropriate use of them over time
4. more likely than uncoached Ts to explain new models of teaching to their students, ensuring students understood the purpose of what they were doing and how to do it well
5. exhibited clear understanding about why and how to use strategies



Role of an Instructional Coach

- Set goals with teachers to strengthen practice, observe, give feedback, gather and make sense of data, and plan together in service of student learning
- Strengthen structures that allow for teachers and students to do their best work
- Bridge teachers, ESPs, content specialists, and administrators



Instructional Coaching Impact

Impact to students

- Coach supports data-driven, small-group instruction to hone in on what students most need in differentiated ways -- so that ALL students engage in learning experiences that push, challenge, and engage them
- Improved student outcomes including learning measures, behaviors, and self-reporting of engagement and sense of belonging
- Implementing the Portrait of a Learner and weaving AIDE, SEL, and DL throughout all parts of the day -- **not the what, but the HOW**

Impact to educators

- Investment in teacher's growth when things are solid and support when things aren't working can prevent them from burning out, increase morale, and foster a sense of teamwork and success
- A teacher's core desire is to have a strong impact on student success -- a coach helps to deepen this impact
- Can be the coxswain helping a network of staff row in the same direction for collective impact
- Fosters the Portrait of a Learner amongst faculty and staff

Questions

Why now?

Why is creating a cadre K-8 rather than phasing in the model essential?

Why not purely content area coaches? Who else has a model like this?

