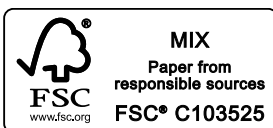


# **Coaching Classroom Instruction**

Phil Warrick



**Solution Tree**



## Coaching Classroom Instruction

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### The Marzano Teacher Evaluation Model

- Two purposes for teacher evaluation ...

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### Two purposes for evaluation:

- Measurement = measure teaching competence
- Growth = Improve teaching skills

What should an evaluation system do?

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### During the past year ...

- Marzano Lab has surveyed more than 3,000 educators
- Using a five-point scale for responses to the question, *What should a good evaluation system do?*

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### The scale we used:

- 1 = Only measure teacher competence
- 2 = More measurement than development
- 3 = Equally measure teacher competence and promote teacher professional growth
- 4 = More development than measurement
- 5 = Only promote teacher growth

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### Table team discussion

- What do you think about the purpose of an evaluation system?
- Where should it be on the scale?
- 1 ..... 2 ..... 3 ..... 4 ..... 5

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### The results so far ...

- 1 = 0%
- 2 = 2%
- 3 = 20%
- 4 = 76%
- 5 = 2%

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### Stated differently ...

Evaluation systems should include both aspects, but the development of teachers' professional skills should be the more important aspect.

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### What we know from research ...

**Teacher  
Actions**



**Student  
Achievement**

An incontestable fact: "... student achievement in classes with highly skilled teachers is better than student achievement with less skilled teachers."

—Marzano, Frontier, & Livingston, *Effective Supervision: Supporting the Art and Science of Teaching*, 2011)

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## “What matters is *which* classroom?”

“If a student is in one of the most **effective** classrooms, he/she will learn in **6 months** what those in an average classroom will take a year to learn. And if a student is in one of the **least effective classrooms** in that school, the same amount of learning takes **2 years**.”



—Deborah Loewenberg Ball, Dean of Education,  
University of Michigan

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## Principal Behaviors and Student Achievement



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## 3 types of practice ...

Discussion Topic: Describe the three types of practice and what each one means:

- Automaticity
- Flow
- Deliberate practice

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## Automaticity

- Occurs with a task that is carried out with minimal mental effort, possibly even without conscious thought
- Example: Riding a bike
- Okay for management tasks in a classroom
- Can cause unproductive ruts instructionally
- Examples from classrooms or current practice?

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## Flow

- Individuals engage in activities at which they are skilled, and the level of challenge perfectly matches their skills, training, strengths, and resources.
- Engagement = top performance
- Often lose track of time during Flow

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## Deliberate Practice

- In deliberate practice, people are continually challenging themselves and are on the edge of comfort and failure with the challenge of growing their skills.
- By being deliberate in their practice, professionals are engaging in the pursuit of excellence and growth.

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## In any complex endeavor ...

- It is extremely difficult to reach and maintain the highest levels of performance without help.
- The most effective help comes in the form of coaching.

(Gawande, "Personal Best: Top Athletes and Singers Have Coaches. Should You?" *The New Yorker*, 2011)

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## Deliberate Practice

- Begins with a self-audit
- Teacher Reflective Practice Scales can be used for this purpose.
- Consider having a PLC select an element for deliberate practice and collaboration?
- What about a schoolwide element?
- What about a combination of the above?

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## Five Goals of Instructional Coaching

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## Five Goals for Successful Instructional Coaching:

1. To point teachers toward best practices

The coach holds up the standards and expectations determined by a solid base of research.

(Kee, Anderson, Dearing, Harris, & Shuster, 2010, pp. 46–47)

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## Five Goals for Successful Instructional Coaching:

2. To show teachers what good teaching looks like

Successful coaches know how to break down performance into critical, individual components.

(Gawande, 2011, p. 5)

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## Five Goals for Successful Instructional Coaching:

3. To help teachers maintain their best performance

The coaching model recognizes that few can achieve and maintain their best on their own.

(Gawande, 2011, pp. 2–3)

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## Five Goals for Successful Instructional Coaching:

### 4. To help teachers achieve Flow

Flow happens when teachers are fully immersed in the process of growth and change.

The sweet spot—the *flow* spot—is where the level of challenge perfectly matches the skills, training, strengths, and resources of the performer.

(Tschannen-Moran & Tschannen-Moran, 2010 p. 218)

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## Five Goals for Successful Instructional Coaching:

### 5. To help teachers take risks

A successful coach/leader will challenge educators to break away from the norm, to be creative, to use their imagination.

A successful coach/leader facilitates a new mindset needed in schools today.

(Kee et al., 2010, p. 11)

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“The first requirement of effective coaching is that the person receiving the coaching agrees that a change in performance will be useful.”

—Reeves “Coaching Myths and Realities,”  
*Educational Leadership* (2007)

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## Readiness for Change

- Dealing with levels of receptiveness to change in a very personal profession
- How would you describe different levels of teacher readiness for change?

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## Readiness for Change

<b>High Skill but Low Will</b>	<b>High Skill and High Will</b>
<b>Low Skill and Low Will</b>	<b>Low Skill but High Will</b>

(Jackson, *The Instructional Leader's Guide to Strategic Conversations With Teachers*, 2008)

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## Three key aspects must exist ...

- A clear model or language for instruction
- Specific levels of performance to measure and guide instructional development
- Celebrations of teacher growth within the model on a yearly basis

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What must a district or school do ...

... to cultivate teacher effectiveness?

- Develop a common language of teaching.
- Provide opportunities for focused feedback and practice.
- Provide opportunities for observing and discussing effective teaching.
- Require individual teacher growth and development plans on a yearly basis.

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A shared language of instruction ...

Allows everyone to focus on common instructional elements.

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### Readiness for Change

- Dealing with levels of receptiveness to change in a very personal profession
- Coaching should begin with a self-audit and every teacher setting personal, professional growth goals.

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### What about your school or district?

- Do each of your teachers set personal, professional goals each year?
- How do they select the goals?
- Are they focused on improving specific aspects of pedagogy?
- How are the goals monitored and revisited throughout the year?

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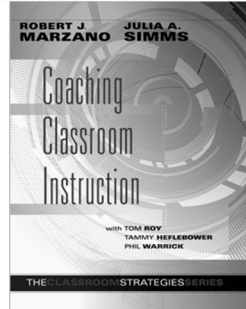
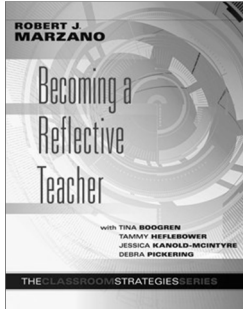
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## Research-Based System of Practice



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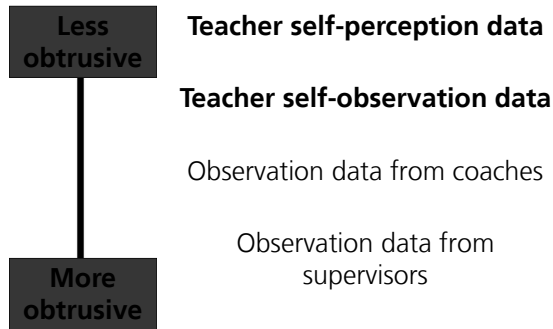
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## A Hierarchy of Data Types



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“The meaning of coach as an instructor or trainer is purportedly from around 1830, when it was Oxford University slang for a **tutor who ‘carried’ a student through an exam**; the term coaching was later applied in the 1800s to improving the performance of athletes.”

—Cox, Bachkirova, & Clutterbuck,  
*The Complete Handbook of Coaching* (2010), p. 2

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## Generic Rubric for Coaching Instruction

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not using (0)
The teacher integrates several strategies to create a macrostrategy or adapts strategies for unique student needs and situations.	The teacher uses strategies or behaviors associated with an element and monitors their effects on student outcomes.	The teacher uses strategies or behaviors associated with an element, but in a mechanistic way.	The teacher uses strategies or behaviors associated with an element incorrectly or with parts missing.	The teacher is unaware of strategies or behaviors associated with an element.

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- Not Using (0) to Beginning (1)
- Provide teachers with research supporting the element (the *why*).
  - Provide teachers with some sample strategies in the element (the *what*).
  - Once a specific strategy has been selected, provide an understanding of the steps in the strategy (the *how*).
  - Model or co-teach the strategy (optional).

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Generic Rubric for Coaching Instruction				
Innovating 4	Applying 3	Developing 2	Beginning 1	Not using 0
The teacher integrates several strategies to create a macrostrategy or adapts strategies for unique student needs and situations	The teacher uses strategies or behaviors associated with an element and monitors their effects on student outcomes.	The teacher uses strategies or behaviors associated with an element, but in a mechanistic way.	The teacher uses strategies or behaviors associated with an element incorrectly or with parts missing.	The teacher is unaware of strategies or behaviors associated with an element

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## Beginning (1) to Developing (2)

- Look for proper set up and directions.
- Look for correct execution of a strategy  
*Or*
- Look for a protocol when using a strategy when appropriate.
- Coach: monitor the effect the strategy has on learners, especially errors (valuable feedback)

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## Developing (2) to Applying (3)

- Coach teachers in ways to monitor the effectiveness of the strategy they are working on.
- Look for teacher decisions based on the monitoring. (What do they do and why?)

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### Applying (3) to Innovating (4)

- Coach teachers to create macrostrategies.
- Coach teachers to adapt strategies for the unique needs of learners.

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### Macrostrategy

- A set of instructional strategies used together to help students interact with and process content
- Within one instructional element or aspect of instruction

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## Building a Macrostrategy in Questioning Practices

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### Selection of Questioning Strategies

- Random selection
- Hand signals
- Response system
- Response chaining
- Paired response
- Choral response
- Wait time
- Elaborative interrogation
- Multiple types of questions

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### A teacher uses these two strategies well and is at level 3 on the coaching rubric:

- Random selection
- Hand signals
- Response system
- Response chaining
- Paired response
- Choral response
- Wait time
- Elaborative interrogation
- Multiple types of questions

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**Which other questioning strategies could be coupled with these to build a macrostrategy?**

- Random selection
- Hand signals
- Response system
- Response chaining
- Paired response
- Choral response
- Wait time
- Elaborative interrogation
- Multiple types of questions

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**Generic Rubric for Coaching Instruction**

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**Adapting a Strategy for Unique Student Needs or Situations**

Homework Example

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### Adapting Homework Instructionally

- The teacher uses choice boards to offer a selection of ways to practice and deepen knowledge and ensures that specific choices are differentiated for the needs of all learners.
- The teacher develops a protocol for assessing homework as practice instead of grading homework, telling learners to do as much as they need for proper practice.

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### Crucial Behaviors for Effective Coaching

Teaching is a personal profession.  
Coaching will always be taken personally.

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### Developing Your Coaching Pedagogy

Four parts for effective  
coaching feedback

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Name it.  
Describe it.  
Tell what was good.  
Coaching Statements

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**Effective Feedback**

- **Name it.**
  - This is the exact element of instruction or behavior the teacher is focusing on for growth in their practice.
- **Describe it.**
  - Explain exactly what you see and hear from the teacher and students. Use exact quotes and short scripts.

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**Feedback Format**

- **Tell what is good.**
  - Always begin with positive feedback.
  - This is where you talk about good things you observed. These comments can include ideas associated directly with the element of instruction you are coaching but can also include other aspects of classroom practice.

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## Feedback Format

### ■ Coaching Statement

- This section focuses specifically on the instructional element or behavior being coached.
- Reflective questions
- Where you see them currently on the coaching scale
- Specific, constructive coaching points for growth
- Less is more: 1 or 2 ideas for improvement.

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## Coaching as an Administrator

- Structure coaching observations to be non-evaluative.
- Create an “off-line” mentoring situation.
- Performance concerns for other aspects must be communicated outside the coaching process as much as possible.

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## Coaching as an Administrator

- With a “non-performing” staff member:
  - Administrators focus on evaluation.
  - Offer other coaching options for these staff members if at all possible.

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## New teachers experienced ...

- Shorter coaching sessions
- Co-teach when appropriate
- Small chunks that fit nicely together
- On their "turf" when appropriate.
- Have them share their experiences and artifacts of practice with you.
- Have them describe their areas of perceived strength.

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## Thank you.

To schedule professional development  
at your site, contact

**Marzano Research**

At **(303) 766-9199, ext. 301**

Phil.warrick@marzanoresearch.com

 @pbwarrick

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