Welcome!

Then.....

Now...

Select Work at AIR

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American Institutes for Research

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American Institutes for Research

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CEEDAR CENTER

http://ceedar.education.ufl.edu/

ncei

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Your Role

• Poll 1: What is your current role?
  – Researcher
  – Teacher
  – Coach
  – Administrator
  – Student
  – Other

Your Expertise in Effective Coaching Practices

• Poll 2: How would you describe your knowledge of research on effective coaching practices?
  – I know a great deal about research findings on effective coaching practices.
  – I know a little about research findings on effective coaching practices.
  – I know very little about research findings on effective coaching practices.
  – I don’t know anything about research findings on effective coaching practices.

Session Overview

1. Background: The Promise of Coaching
2. Effective Coaching Practices
3. Fidelity of Coaching
4. Implementation of Coaching —time permitting

Resources, polls, and discussion opportunities (via chat) are incorporated throughout the session.
Background: The Promise of Coaching

The Promise of Coaching

- Promoted as a way to reduce the evidence-based practice (EBP) gap across entire systems.

Implementation Drivers

Sources: Van Dyke, 2013; Cook & Odom, 2015; Pierce, 2015.
Embracing Coaching

- Widely implemented
  - Reading First
  - Schoolwide Positive Behavioral Interventions and Supports
  - Results-Driven Accountability (RDA): Federal initiative in special education focused on improving educational outcomes among students with disabilities

Sources: Kretlow & Bartholomew, 2010; Cook & Odem, 2013; Pierce, 2015.

Coaching in RDA

The Logic of Coaching

- If we provide coaching...
- then teachers’ use of EBPs will improve...
- leading to improved outcomes among students with disabilities.

Coaching Barriers

- Coaches are rarely prepared to engage in effective coaching practices.
- Many common coaching tasks are not linked to improved teacher practice and/or student outcomes.
  - For example, writing school improvement plans, facilitating team meetings, and collecting student data
- Leaders do not typically clearly communicate the purpose of coaching, which can lead to confusion and distrust among teachers.

Sources: Pierce, 2015; Pierce & Buysse, 2015.

Living Up to the Promise

- If the goals of coaching are to improve teacher practice and student outcomes at your school, you should develop a clear understanding of the following:
  - Effective practices used by coaches
  - The fidelity of coaching
  - How to take a systematic approach to the use of coaching
  - Resources to support sustained use of effective coaching practices
Unpacking Effective Coaching Practices

**Observation:** Coach watches the teacher
- The teacher is in the classroom setting using the practice of interest with students.
- The coach is positioned to see the teacher and students.
- Observation tools include face-to-face (F2F), video recording, or other technology platforms (e.g., bug-in-ear, webcams).

Sources: Pierce, 2015, p. 27; Pierce & Buysse, 2015.

**Modeling:** Coach demonstrates how to correctly use a practice
- When the teacher struggles or incorrectly uses a practice; therefore, not always necessary
- "Clean" model
- If coaching does not occur F2F, modeling cannot occur during the "moment of teaching."
- Seeing the use of a practice with students can be very powerful for a teacher struggling with a practice.
- Is there a link between modeling and buy-in?

Sources: Pierce, 2015, p. 27; Pierce & Buysse, 2015.
Poll and Chat

- Poll: Does your coaching practice occur F2F, through virtual means, or both?
  - F2F
  - Virtually
  - Both
- Chat: What are some pros and cons of these approaches?

Unpacking Effective Coaching Practice: The Role of Alliance

- Alliance: The relationship between teachers and coaches
  - A positive correlation between strong alliance and high levels of fidelity of teacher practice
- Three factors of alliance seem to play an important role in coaching:
  - Interpersonal skills
  - Collaboration
  - Expertise in content and coaching practices

Sources: Hershfeld, Pell, Sheckels, Pies, & Bradshaw, 2012; Gladis, Maggio, Pfeif, & Robertson, 2012; Pierce, 2015.

Unpacking Effective Coaching Practice: Alliance-Building Strategies

- Interpersonal skills: Effective communication, building trust, nonverbal language
  - Semicircle: “What have you been doing...”
  - Open-ended questions: “Can you tell me more about...”
- Collaboration: meeting needs and goals, ensuring that improving teaching is beneficial
  - Refer to past accomplishments: “This week you hoped to...”
  - Refer to learning goal: “Your goal for this week...”
  - Help teacher progress toward goal: “Let's talk about what we'll do to...”
- Expertise: in teaching or the content area.
  - Refer to effective teaching practices: “Some students struggle...”
  - Convey deep content area knowledge: “We know that...”
  - Suggest concrete, concrete steps: “The first step...”

Sources: Pierce & Buysse, 2015, p. 8; adapted from Pierce, 2015, p. 138.
Summary: Effective Coaching Practices

Unpacking Effective Coaching Practices: High-Quality Performance Feedback

Example

“The teacher transitioned from breakfast to reading instruction in 2 minutes. During this time, students walked to get their reading materials, used a voice level of 0–1, sat in their seats, and were ready to learn. The teacher did not have to provide any redirections, and she praised five students. In addition, one student was praised three times.”

“Praising students and teaching routines are important parts of effective teaching, which creates a safe and orderly classroom!”
Example

"The teacher sat at her desk during the independent work time and reminded students of the task. Four students colored instead of completing the task and two students had their heads down. Six students did not engage in any tasks. The teacher did not provide any redirections and did not praise the 16 students who completed the task."

"Struggling learners often require extensive independent practice in order to develop mastery of a skill or concept. Monitoring students by walking around is one strategy for increasing student engagement in tasks, allowing them to receive the practice they require."

"How can we work together to increase your monitoring of students during independent learning so that struggling students gain sufficient practice opportunities?"

Effective Coaching Practices: Resources

1. Effective Coaching: Improving Teacher Practice and Outcomes for All Learners (Brief)

2. Effective Coaching Practices: Coaching to Improve Teacher Practice and Learner Outcomes (Infographic)

Sources: Pierce, 2015; Pierce & Buysse, 2015.

Poll and Chat: Effective Coaching Practices

- Poll: Are these effective coaching practices a consistent part of the coaching sessions that occur at your school?
  - Yes
  - No
  - Unsure

- Chat 1: Think about the poll question above and provide some additional information to the audience.
  - If no: Why are these practices not a consistent part of the coaching sessions at your school?
  - If yes: What advice can you offer to others looking to use these practices on a regular basis?

- Chat 2: What questions do you have about effective coaching practices?
Fidelity of Coaching: The Purpose

- If we expect coaching to lead to the goals of improved teaching and learning, we must ensure that:
  - Coaching consists of effective practices.
  - Data provide evidence of what coaching "looks like."
  - Data are used to continuously improve coaching sessions.
- Four aspects of fidelity are included in the fidelity tools.


Fidelity of Coaching: Four Aspects of Fidelity

Source: Pierce & Ferguson, 2015b.
Fidelity of Coaching: Procedures

• **Roles:**
  – Observer of the coach-teacher coaching session
  – Coach
  – Teacher

• **Four Steps:**
  1. Observer meets with the coach prior to the coach's session with the teacher.
  2. Observer observes the coach as that coach conducts a session with the teacher.
  3. Observer meets with the coach after the coach's session with the teacher.
  4. Repeat.

Source: Pierce & Ferguson, 2015a.

Fidelity of Coaching: Worksheet

Source: Pierce & Ferguson, 2015b, p. 6.

Fidelity of Coaching: Example of Scoring Rubric for Observation

• **Adherence score:**
  – Yes=1 point; No= 0 points

• **Quality score of 5:**
  – The coach was consistently positioned to observe both teacher practice and student performance.

• **Dose score of 5:**
  – The coach's observation of the teacher consistently occurred with sufficient duration and/or frequency to allow the coach to understand teacher practice.

• **Responsiveness score of 5:**
  – The coach consistently observed the teacher during the predesignated time or the time the teacher requested.

Source: Pierce & Ferguson, 2015b.
Fidelity of Coaching:
Calculating the Final Score

- Two options because not every session will include modeling.
- Option 1: Session included modeling or should have included modeling.
  - Total = 77 points
  - Calculation: Total points earned/77 X 100 = percentage of fidelity for coaching
- Option 2: Session did not warrant modeling and it was not included.
  - Total = 62 points
  - Calculation: Total points earned/62 X 100 = percentage of fidelity for coaching

Source: Pierce & Ferguson, 2015a.

Fidelity: Resources and Tools

1. Effective Coaching of Teachers: Fidelity Tool Worksheet

2. Effective Coaching of Teachers: Fidelity Tool Rubric

3. Effective Coaching of Teachers: Completed Sample of the Fidelity Tool Worksheet

Poll and Chat

- Poll: Have you measured the fidelity of coaching?
  - Yes
  - No
  - Not sure
- Chat: What tools have you used to measure the fidelity of coaching? What have you found in the use of these tools?
The Implementation of Coaching

An Implementation Lens for Coaching

Implementation Drivers

Leadership Drivers

Selection
Training
Coaching

Technical Skills
Adaptive Skills

Data Systems
Internal and
External and
Processes
Regulations


Source: Van Dyke, 2013; Clark & Elder, 2013; Pierce, 2015.
Implementation of Coaching

<table>
<thead>
<tr>
<th>Competency</th>
<th>Question for Consideration</th>
<th>Recommended Action Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection: Qualified coaches are hired.</td>
<td>What are the criteria for qualified coaches?</td>
<td>Identify, in a job description, the specific skills and knowledge expected of a qualified coach.</td>
</tr>
<tr>
<td>Training (what): Coaches continuously develop skills.</td>
<td>What are essential training topics for coaches?</td>
<td>Identify topics of training that improve coach competencies listed in the job description.</td>
</tr>
<tr>
<td>Ongoing coaching occurs.</td>
<td>When will initial and ongoing training for coaches occur?</td>
<td>Establish a training schedule and identify who will facilitate training for coaches.</td>
</tr>
<tr>
<td>Ongoing coaching occurs.</td>
<td>How will we evaluate our training for coaches and use the data to ensure coaches receive high-quality training?</td>
<td>Collect data from coaches on training and use the data to improve training sessions.</td>
</tr>
</tbody>
</table>

Source: Pierce & Ferguson, 2015d.

Implementation of Coaching: Tools

1. Implementation Guide for Effective Coaching of Teachers
   

2. Methods of Support: Matrix and Discussion Guide
   
   Coming soon!

Synthesis of Today's Concepts

- Effective coaching that consists of ongoing cycles of observation, modeling, providing performance feedback, and using alliance-building strategies can lead to improved teacher practice and student outcomes.
- To know whether effective coaching is occurring, we must measure fidelity of practice and use the data to continuously improve coaching sessions.
- Use an “implementation lens” to support sustained use of effective coaching.
Discussion (Open Chat)

- How does research on effective coaching practices connect to your work?
- What questions remain?
- What other comments would you like to share?

Thank You!

- I hope you have found this webinar informative and engaging.
- Please do not hesitate to contact me for additional information or to learn more about coaching. I would love to talk with you more!
  
  – jpierce@air.org

References


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