

The North Carolina New Teacher Support Program
UNCC Region

Effective Coaching Practices



Teacher to Teacher Conference 2019

Presenters

UNC Charlotte
NC New Teacher Support Program

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Objectives

Focus: Effective instructional coaching support for teacher candidates and beginning teachers

Session Components:

- NC New Teacher Support Program
- Cato COED Redesign
- Effective Coaching Practices



NC New Teacher Support Program

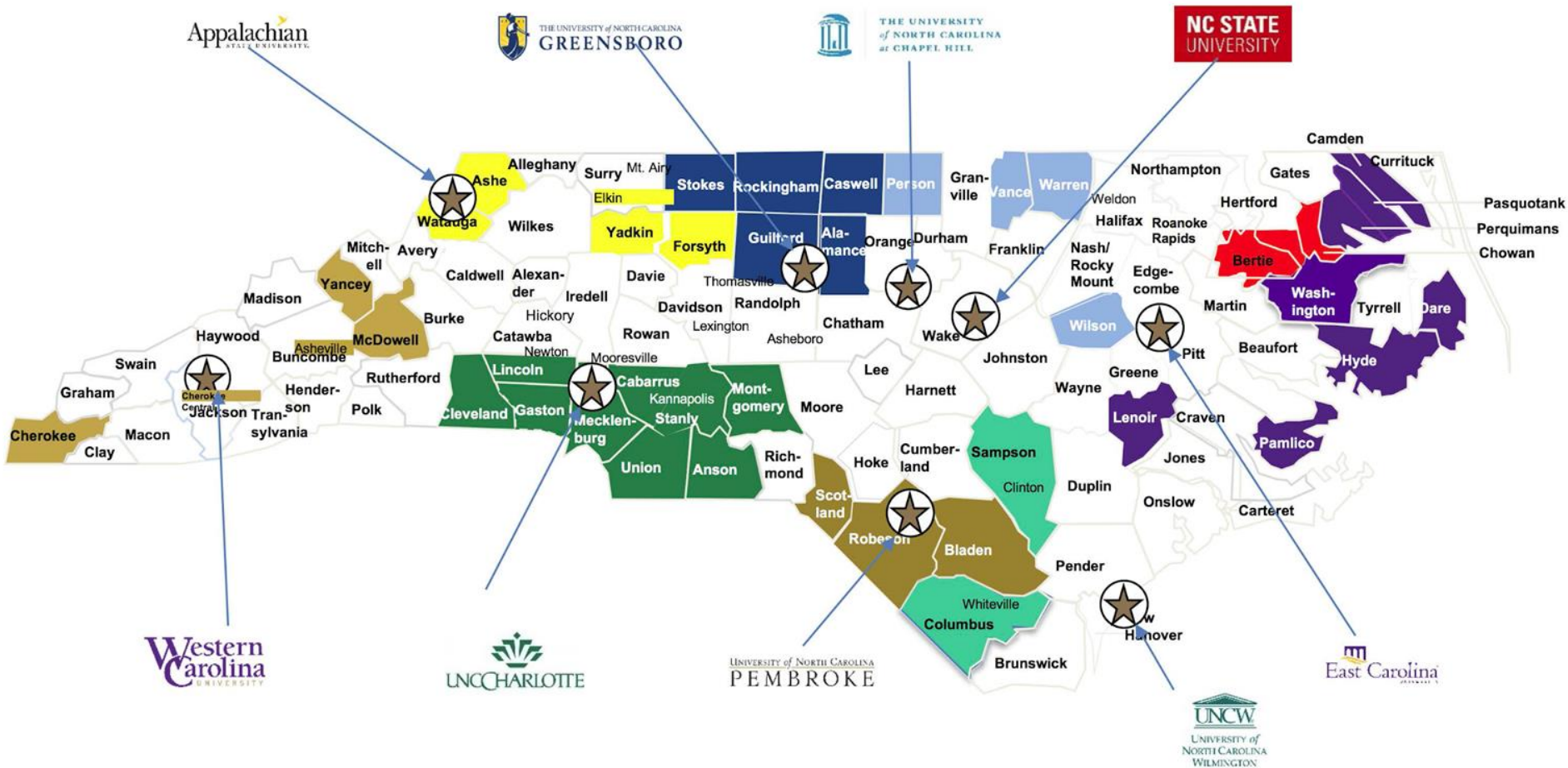
The NC NTSP seeks to improve student achievement by improving beginning teacher effectiveness and teacher retention with three core services.

Institutes	Regional PD	Instructional Coaching
Instructional boot camps Early Fall	Designed to meet district needs	Intensive, individualized Designed to meet teacher, school, and district needs



University-Based Partnership Delivery Model

The NC NTSP serves over 1,300 beginning teachers in more than 40 school districts throughout North Carolina.



Cato COED Teacher Prep Redesign



IF SPORTS TEAMS OPERATED IN SILOS

- What?
- Why?
- How?
- When?



Think/Pair/Share

What is coaching?



What is Instructional Coaching?

Instructional coaching is a collaborative partnership that focuses on improving and teaching and learning through effective, efficient, and engaging best practices.



Instructional Coaching vs. Mentoring

A mentor will spend time on instructional issues as well as socializing the novice to the school environment, assisting in gathering resources, or in working through administrative procedures.

A coach's role, on the other hand, can include some “mentor-like” tasks but is more narrowly defined with the sole intent of promoting the new teacher’s instructional competence and supporting the implementation of best practices in the moment.



Coaching vs. Supervision

Coaching

Supervision

Invited

Evaluating performance

Peer to Peer

Judging teachers

Voluntary

Reported

Knowledgeable

Knowledgeable

Focused on student growth
measures

Confidential

Corrective



Effective Coaching Practices

- Growth Mindset
- Coaching Relationship
- Coaching Models
- Coaching Conversations
- Providing Feedback
- Coaching in-the-moment



Growth Mindset Quiz

Growth Mindset Quiz



Developing a Growth Mindset

Focus on improvement through the lens that talent, intelligence, and abilities can be developed through hard work, effort, grit, and perseverance.

Treat questions, challenges, failures, and other obstacles as opportunities to learn and grow.



Creating Successful Coaching Relationships

Trust	Exploration
<ul style="list-style-type: none">● Plan and Prepare● Cautiously Gather Background Information● Establish Confidentiality● Listen● Ask Questions● Connect● Validate● Be Open about Who You Are and What You Do● Keep Commitments	<ul style="list-style-type: none">● Gather relevant documents● Gather and analyze formal data● Initiate informal conversations● Uncover knowledge, skills, and passions● Explore beliefs about change● Offer personality and psychological self-assessments● Observe the client● Conduct formal interviews/surveys● Look for fires● Engage in self awareness exercise



Successful Relational Coaching Cycle

Before- Establish relationships and transparency (relational data)

During- Use relational data to coach best practices

After- Use relational data to converse about practice, set goals and action plans, and follow-up dates.



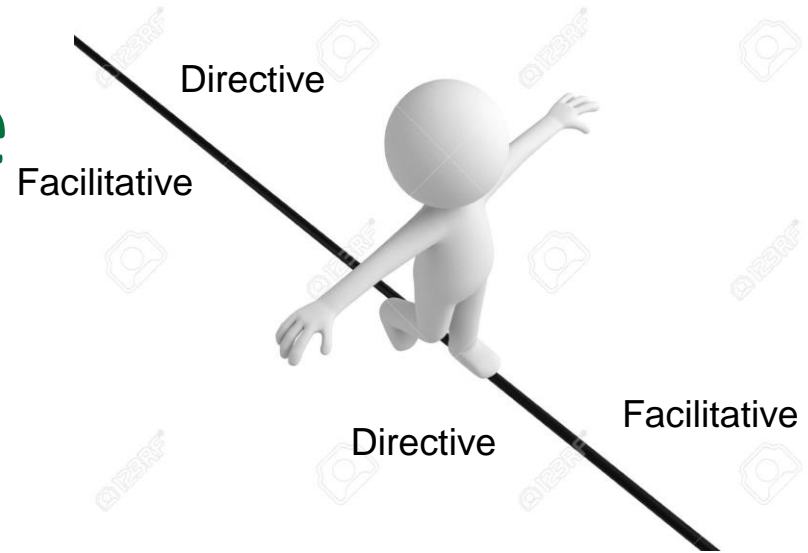
Coaching Models

The Coaching Dance

*Directive/Instructive
Coaching*

Facilitative Coaching

Transformational Coaching



Productive Coaching Conversations

6 Beliefs

- I see others as equal partners in conversations
- I believe people should have a lot of autonomy.
- I want to hear what others have to say.
- I don't judge my conversation partners.
- Conversation should be back and forth.
- Conversation should be life giving.

Ten Habits

Demonstrating empathy
Listening
Fostering Dialogue
Asking better questions
Making emotional connections
Being a witness to the good
Finding common ground
Redirecting toxic conversations
Controlling toxic emotions
Building trust.



Coaching Conversations (Questioning)

Instruction	Clarifying Questions	Probing Questions
	<ul style="list-style-type: none">- How was respect and rapport shown in your classroom today?- Did you feel respect and rapport was shown in your classroom today?- How many students were actively participating in the lesson?- How engaged were students in the lesson?- How many students seemed to really get it?- Do you think your examples were effective and helped students understand?- Were most of your questions fact-based or did they require yes or no answers?	<ul style="list-style-type: none">- What specific aspects of your lesson demonstrate the respect and rapport you promote in your classroom?- What varied perspectives were expressed that promoted mutual respect?- Describe specific examples of a positive learning environment that supports and challenges students?- What examples from the lesson show active engagement of students?- What examples from the lesson show deepened student understanding?- How did you specifically address content area concepts through your teaching?- What changes did you make to address student needs?



Feedback and Documenting Coaching

Coaching Action Plan

Using the coaching conversation question sheet engage in a coaching conversation with the teacher candidate and create a work plan for both you and the teacher candidate.



High leverage strategies (prioritizing feedback)

Leading a group discussion

Explaining and modeling content, practices, and strategies

Implementing norms and routines for classroom discourse, work, and transitions

Coordinating and adjusting instruction during a lesson

Eliciting and interpreting individual students' thinking

Specifying and reinforcing productive student behavior

Setting up and managing small group work

Building respectful relationships with students

Talking about a student with parents or other caregivers

Setting long- and short-term learning goals for students

Designing single lessons and sequences of lessons

Checking student understanding during and at the conclusion of lessons

Selecting and designing formal assessments of student learning

Providing oral and written feedback to students

Analyzing instruction for the purpose of improving it



In-the-moment coaching

Sideline	Use hand gestures or provide written feedback (whiteboard, iPad, coaching card, sticky note, text, etc.) for the candidate to see and immediately respond to throughout instruction or behavior management.
Huddle	When students are working in groups or independently, pull candidate to side and whisper brief feedback and/or game-plan next moves
Guidance	Coach addresses a short question or statement to the candidate to help guide them
Co-Teaching/Modeling	Candidate stops during instruction and asks the coach to “tag in” for the moment or Coach uses cue to signal “tag in”
Real Time Coaching	Coaching with two-way radios. Coach and Teacher have one. Teacher has earpiece only no microphone. One sided directive conversation. Can be instructional or management or both

Tips:

- Explain in-the-moment coaching to teacher (what it looks and sounds like)
- Determine appropriate techniques for teacher (cues)
- Have a pre-conference if possible
 - Determine “interruption” signals
- If possible, debrief after “interruptions”



Clip 7- Whiteboard

Clip 31 Sideline, Huddle, and
Co-teaching



Take-Aways

What are your take-aways from today's session?

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