

Citation	Topic	Recommendation(s)/Findings	Comments	Abstract
	WYCOLA, training instructional coaches, observations of teaching, coaching instruction, observing coaching Observations of Teaching Observations of Teaching			
https://eric.ed.gov/?q=instructional+coaching+observations&ft=on&id=ED571818	Observations of Teaching/Coaching Instruction	Observation: enables coach to provide feedback and encouragement; in-person or remote through technology (record a video so a teacher can self-observe and the coach can observe and then the two can come together for discussion; break down observations into pieces before addressing overall session; steps: individual reflection (coach and teacher engage in self-reflection); feedback (within a few days of the lesson, focus on individual behaviors and specific instances, have teachers identify own strengths and weaknesses); reflective discussion (occurs after both sides have provided feedback, discuss implications, overall impressions). Best practices of instructional coaching: expertise in the content area, proficiency with technology, flexible schedule, viewing coaching as a partnership, and strong interpersonal and communication skills (pg 9-10).		
https://eric.ed.gov/?q=training+instructional+coach&person&ft=on&id=EJ1085181	Coaching Instruction	Coaching as a partnership between coach and teacher. Maybe pre-service teachers/pre-service coaches could be paired with a teacher and another coach to learn how to create a relationship?	Describes the equal partnership between instructional coaches and teachers. "instructional coaches should expect to get as much as they give" (77)	
https://eric.ed.gov/?q=how+to+coach+instruction&on&ft=edySince_2008&id=EJ1110829	Coaching Instruction	Literacy coaching advice	Relationship between coaches and teachers.	This article addresses ways that literacy coaches can form and sustain effective working relationships with teachers. The author has combined firsthand experience as a literacy coach with a review of the literature as it pertains to teacher/coach relationships. There are several common themes that appear in the literature as advice for this aspect of coaching work. It is suggested that coaches begin the process by being approachable and understanding their role in the school and ensuring that others know it as well. Tips for how to be visible, establish trust, and collaborate with teachers are also provided. The "domino effect," where teachers who were previously resistant to work with the literacy coach begin to see the benefits, is also discussed. There is growing empirical evidence that instructional coaching can help teachers transfer their learning from professional trainings (e.g., new strategies) to classroom practice and that coaching promotes greater collaboration and reflection among teachers. At the same time, however, research on the effectiveness of particular coaching models and the underlying reasons for their effectiveness is only beginning to emerge. Why does coaching "work" when it does? What causes it to break down and to what extent can it be repaired? Our five-year mixed methods study of science instructional coaching in a single school district set out to answer these and other questions. Data from multiple sources (surveys, interviews, classroom observations and coaching logs) confirmed a strong correlation between improvements in teacher practice and the time teacher and coach spend together (at least 10 hours for elementary teachers and 20 for secondary) the focus of their work (narrow as opposed to broad); and most importantly, the quality of their professional relationship. In this paper, we present preliminary findings from a follow-up analysis intended to help explicate how relationships seemed to matter in coaching. We believe the findings from the secondary analysis help to clarify coaching interactions and to specify what contributions to or detracts from their productivity. These findings may not only help to inform decisions related to the design, implementation and ongoing maintenance of coaching programs but also provide fodder for considerations related to the organizational capacity, flexibility and adaptability of the schools and school systems.
https://eric.ed.gov/?q=instructional+coaching+strategies&ft=on&id=EJ1050386	Coaching Instruction	Individuals coach-teacher relationships as being important in the coaching process.	This is geared towards science coaching, but could be applied to other areas of instructional coaching as well.	
https://eric.ed.gov/?q=instructional+coaching+observations&ft=on&id=ED571818	Coaching Instruction	Observation: enables coach	Best practices of instructional coaching: expertise in the content area, proficiency with technology, flexible schedule, viewing coaching as a partnership, and strong interpersonal and communication skills (pg 9-10). This is not a research-based article. It is a resource that provides coaching to support leaders and instructional coaches.	
http://www.instructionalcoaching.com/	Training Instructional Coaches	online resource		
https://eric.ed.gov/?id=ED480876	Training Instructional Coaches	PD	Suggests potential areas of professional development for coaches.	This report discusses the pilot phase of the implementation of Collaborative Coaching and Learning (CCL) in the Effective Practice schools of the Boston Public Schools. The report begins with a review of the challenges that content/literacy, whole-school change, and mathematics coaches encountered in the pilot implementation, including those of professional development. It then examines the organization and focus of the CCL and the implications of this coaching model for addressing the challenges previously elaborated. Coaching and coaching-related issues that need to be addressed in designing a scale-up of the CCL model in literacy are outlined. Other aspects of coaching are described, along with its integral role in improving teaching and learning. Much of what remains to be developed relates to the training and supervision of CCL coaches and the infrastructure that will be required for roll-out on a larger scale. The report reiterates the conclusion of previous studies: CCL will not work without effective principal leadership. (SLD)
https://www.academia.edu/2111740/The_coaching_of_teachers_Results_of_five_training_studies	Training Instructional Coaches	Findings from the study: the training program positively affects the coaching skills of prospective coaches (view discussion on page 409) Instructional coaching essential knowledge and skills: interpersonal skills, content knowledge, pedagogical knowledge, knowledge of the curriculum, awareness of coaching resources, knowledge of the practice of coaching. "Connecting with others undertaking the same work through in-district meetings, face-to-face study groups, or online seminars allows coaches to share the wealth of emotions that accompany this work and have their emotions validated by others experiencing similar situations. This community also helps a coach overcome the feelings of isolation that can often accompany the position" (pg 17)	Section 1: contribution of coaching to the improvement of instructional effectiveness; section 2: consulting vs. confronting forms of coaching; section 3: different stages in the coaching cycle; section 4: suggestions for implementation of coaching and problems associated with introduction of coaching as a means for instructional improvement	In this study, the results of five training studies evaluating the effects of a coaching program for use in Dutch primary and secondary schools are described. The coaches involved in these studies were: (1) school counsellors, (2) school principals, (3) mentors of beginning teachers, (4) mentors of teachers-in-training and (5) secondary school teachers. Coaching is a form of inclass support to provide (novice) teachers with feedback on their functioning and thereby stimulate the self-reflection and self-analysis needed to improve instructional effectiveness. Based on the pre- and post-training ratings of coaching conferences, a significant treatment effect was found for the coaching skills concerned with the development of autonomy (empowerment), feedback and business-like attitude. The pre- and post-training ratings from the coached teachers themselves showed a significant treatment effect for the coaching skills concerned with the planning of observational data collection. In addition, the teachers coached by trained coaches valued the coaching skills demonstrated significantly more than those teachers coached by untrained coaches. Inspection of the interactions for the adjusted post-test scores revealed different training effects for the five studies.
https://learningforward.org/docs/isd-spring-2004/tecer/252.pdf?srvc=2	Training Instructional Coaches			As schools and districts explore how coaching fits into their professional development plans, they must identify the essential skills and supports needed for this complex role. Teachers, school leaders, and coaches must begin by asking: What skills are needed for coaching? What coaching strategies enhance the coach-teacher interaction? What kinds of support do coaches need? And teachers and staff developers taking on this assignment have to learn to look at what's happening in the classroom using a "coaching eye" instead of a "teaching eye." Standards for Middle and High School Literacy Coaches represents an ideal. Although accomplished literacy coaches may have many of the abilities and skills presented, few will meet all of the standards—at least initially. Coaches whose job it is to provide professional development will need rigorous professional development over the course of their employment, so they can sharpen the skills described in these standards (Russo, 2004). Experience indicates that while some expert teachers adapt quickly to the demands of literacy coaching, it takes two to three years for most to develop the full complement of coaching skills. Expanding this role to the middle and high school grades adds another dimension, as secondary coaches must assume the additional responsibility of working with colleagues across content areas. In hiring, employers may not be able to find individuals who meet all the standards. In those cases, the goal should be for literacy coaches to meet these standards over a reasonable period of time
http://www.ncte.org/library/NCTEFiles/Resources/Positions/coaching_standards.pdf	Training Instructional Coaches	These standards could be used to produce professional development for literacy coaches.	Leadership standards: skillful collaborators, skillful job-embedded coaches, skillful evaluators of literacy needs; Content area standard: skillful instructional strategists	

http://swcontent.spokaneschools.org/cms/lib/WA01000970/Centricity/Domain/629/instructional%20Coaching%20Model%20FINAL%20-%206_10.pdf https://www.educateiowa.gov/sites/files/ed/documents/Best%20Practices%20in%20Instructional%20Coaching%20-%20Iowa%20Area%20Education%20Agencies.pdf	Training Instructional Coaches	Training topics include: coaching foundations, curriculum and assessment, pedagogy, professional learning communities, social justice, and use of data to inform instruction	This is Spokane Public Schools' Instructional Coaching Model. It goes through the knowledge and skills for instructional coaches, time and organizational structures provided for the ongoing professional learning for coaches, and who collaborates to coordinate the professional learning for instructional coaches.	In the fall of 1991 the Spokane School District began a process to review the service models and inservice designs for program and basic education staff in our Title I schools. Since that time, instructional coaches have been a part of our district's program in differing roles (Early Childhood Facilitators, Instructional Coaches, Facilitators, etc.). In 2004, an Instructional Coaching Model was developed in order to bring coherence to the differing roles. The objectives of the first Instructional Coaching Model were to: <ul style="list-style-type: none"> ▫ Promote a knowledge base of effective strategies ▫ Assist teachers by demonstration and modeling ▫ Practice strategies and provide feedback through peer coaching ▫ Plan with teachers ▫ Facilitate on-site professional learning ▫ Participate in on-going and extensive professional development Since the amount of research into instructional coaching has continually increased, it is now essential to develop a clear and specific description of the Instructional Coaching Model to build coherence across the District. In early 2007, the Professional Development Advisory Committee, composed of administrators, teachers and instructional coaches, began work on updating the Professional Learning Framework (see appendix). In 2008, the committee began work on revising the coaching model.
https://www.educateiowa.gov/sites/files/ed/documents/Best%20Practices%20in%20Instructional%20Coaching%20-%20Iowa%20Area%20Education%20Agencies.pdf	Observing Coaching	Instructional coach "mentors" Maybe if the purpose of this would be to provide new students with coaching experience or new coaches with coaching experience, a "rubric" or "checklist" can be created for the observer (new student/new coach) so that they know what to look for while observing. This may allow them to best understand what is important in coaching.	Best Practices in Instructional Coaching- prepared for Iowa education agencies	Discusses professional development. Also suggests that coaches be paired with "coach mentors" who are experienced instructional coaches. Also suggests using video in order to examine work done in the classroom (could be translated to observations).
http://researchcollaboration.org/uploads/Coaching%20Observation%20Checklist.pdf http://researchcollaboration.org/page/coaching-observation-checklist	Observing Coaching	Instructional coach "mentors" Maybe if the purpose of this would be to provide new students with coaching experience or new coaches with coaching experience, a "rubric" or "checklist" can be created for the observer (new student/new coach) so that they know what to look for while observing. This may allow them to best understand what is important in coaching.		The checklist provides a way to assess the quality of coaching provided in a coaching conversation/session. It can also be used to provide ongoing feedback so coaches can continually improve their practices. The 18-item tool spans the domains of Structure, Content, Communication, and Efficacy. Individuals should complete the checklist while observing a coaching session. For each item, check whether the indicator was not observed, partially executed, or completely executed during the session. Results from the checklist can be used to assess or guide coaching. Peer observation of teaching (POT) is a reciprocal process where a peer observes another's teaching (classroom, virtual, on-line or even teaching resource such as unit outlines, assignments). Peers then provide constructive feedbacks that would enable teaching professional development through the mirror of critical reflection by both the observer and the observee (Brookfield, 1995). Peel (2005) through her own experience of POT as a new lecturer describes it as a multifaceted process that involves technical knowledge, class room dynamics, personal growth and change. Barnett (1992) in fact argues for the case of peer observation by declaring "academic knowledge does not count as knowledge without it having been subjected to some kind of peer evaluation". As a new academic with very little idea about good practice of teaching, the whole process of POT opened my eyes to achieve a greater transformation. In this essay, I describe the process of peer observation narrated as my reflection. I had experienced the best of what POT had to offer in the form of providing and receiving valuable feedback from my peers. Peer observation of teaching is seen as a supportive and developmental process for improving the quality of teaching in universities. Evidence is emerging that the process of observing is just as if not more valuable than being observed and given feedback. In this study lecturers completing a Foundations program in university learning and teaching were interviewed about their experience of participating in a reciprocal peer observation exercise. The benefits for observers include learning about a new strategy and enhancing their confidence to try this strategy in their own teaching. Receiving feedback was also perceived to be useful but not more beneficial than watching a peer teach. We discuss implications of our results for units and institutions planning to implement peer observation as part of a strategic approach to improve the quality of learning and teaching.
https://eric.ed.gov/?q=observations+of+teaching+&prson&ftson&id=E-I1063822	Observing Coaching	Benefits	Could this be translated to coaches observing coaches? Peer observation	
https://eric.ed.gov/?q=observations+of+teaching+&prson&ft=E-I974926	Observing Coaching	Benefits	The benefits of peer observation: learning how to use new teaching strategies by watching, reflection of current practice by watching, seeing things as too difficult to do, learning from feedback given by observer. Could this be translated to coaches observing coaches?	