Observation: enables coach to provide feedback and encouragement. Important or minor integrity through technology (record a video so a teacher can see herself and the coach can observe) and then the two can come together for discussion. Break down observations into parts before addressing overall lesson. 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. 

Coaching Instruction: Coaching as a partnership between coach and teacher. May prefer service to service. Service to another 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" (17).

Best practices of instructional coaching: expertise in the content area, proficiency with technology, flexible schedule, individual 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.

Instructional Coaches online resource

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 section 1: a measure of coaching as a performance indicator of professional development. This qualitative study sought to identify those "active ingredients". Although researchers have explored the impact of instructional coaching and named possible elements believed essential to effective coaching, there has yet to emerge from the literature a coherent model of those essential elements ("active ingredients"). This qualitative study sought to identify those essential elements. This literature review is a call to action in providing a start of ingredients. Using a modified grounded theory approach, this list was then validated through semi-structured focus group data of teachers and triangulated with focus group data provided by instructional coaches to create a conceptual framework of coaching. Future research can build upon this framework through empirically testing those key components that are necessary for effective coaching.

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). Coaching as a partnership between coach and teacher. May prefer service to service. Service to another 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" (17). Although researchers have explored the impact of instructional coaching and named possible elements believed essential to effective coaching, there has yet to emerge from the literature a coherent model of those essential elements ("active ingredients"). This qualitative study sought to identify those essential elements. This literature review is a call to action in providing a start of ingredients. Using a modified grounded theory approach, this list was then validated through semi-structured focus group data of teachers and triangulated with focus group data provided by instructional coaches to create a conceptual framework of coaching. Future research can build upon this framework through empirically testing those key components that are necessary for effective coaching.

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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.

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?

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 sides in order to examine work done in the classroom (could be translated to observations).

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, lectures completing a Foundations program in university learning and teaching were interviewed about their experiences 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 strategy approach to improve the quality of learning and teaching.

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.


Facilitate on-site professional learning
Participate
Perform
Practice strategies and provide feedback through peer coaching
Model
Plan with teachers
Promote a knowledge base of effective strategies
Assist teachers by demonstration and objectivity of the first Instructional Coaching Model were to: Promote a knowledge base of effective strategies. Assist teachers by demonstration and 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.

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Plan with teachers
Promote a knowledge base of effective strategies
Assist teachers by demonstration and

Observing Coaching

Training topic include: coaching foundations, curriculum and assessment, pedagogy, professional learning communities, social justice, and use of data to inform instruction

Observing Coaching

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Discusses professional development. Also suggests that coaches be paired with “coach mentors” who are experienced instructional coaches. Also suggests using sides in order to examine work done in the classroom (could be translated to observations).


Observe coaches

Collect/Assess data

How do you receive feedback? What do you do with the feedback? Can you use the feedback to improve your teaching practice?

Training Instructional Coaches

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