Student-Centered Coaching

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#SCCoaching
2000
Scientifically Based Reading Research (SBRRR)
$4,220,704,022
2002-2006
Coaching Practices

- Sharing resources
- Modeling lessons
- Managing materials
- 'Fixing' teachers
How do you think that went?
We learned...

- It's not a good idea to 'fix' people.
- We have to build on strengths, not deficits.
- It's not just about the materials or classroom management.
- We have to make it about student learning.
Student-centered coaching focuses on partnering with teachers to design instruction that is based on a goal for student learning.
We mind the gap between what students know and what they need to know.
Shoe Partners

What’s the perception of coaching in your school or district?
#SCCoaching
@SweeneyDiane

**ROLE**
- Provides support to teachers
- Helps teachers implement an instructional program
- Propels student & teacher learning
- Partner/collaborator
- Mentor/evaluator
- Friend/resource provider
- Shared with teachers
- Rarely used

**FOCUS**
- Building relationships with teachers
- Monitoring what the teacher is, or isn't doing
- Partnering to promote learning
- Students used to hold teachers accountable
- The focus of the coaching
- Shared with teachers

**ROLE OF RELATIONSHIP**
- Trusting, respectful, and collegial are a necessary component for all forms of coaching

**USE OF DATA**
- A tool that promotes learning
- Used to hold teachers accountable

**PERCEPTION OF THE COACH**
- Rarely used

**USE OF MATERIALS**
- The focus of the coaching
- Used to hold teachers accountable
Our Impact
The Impact of Student-Centered Coaching

Student Growth Across the Coaching Cycle

- Proficiency at beginning of coaching cycle: 5%
- Proficiency at end of coaching cycle: 73%

Instructional Practices Implemented

- Using formative assessments to plan instruction: 76%
- Differentiating instruction: 66%
- Modeling for students: 65%
- Delivering focused lessons: 55%
- Conferring with students: 52%
- Student self-assessment: 35%
- Structures for student discourse: 34%
- Integrating technology: 33%
- Open-ended problem solving: 26%
COACHING PRACTICES USED

- Plan collaboratively with teachers: 92%
- Analyze student work: 90%
- Collect student evidence during the class period: 86%
- Collaborate to set goals: 83%
- Co-teach: 83%
- Create learning targets: 72%

Data collected by KickUp, an independent K12 evaluation firm, from 87 coaches working with teachers from various content areas in years 2 and 3 of implementation of Student-Centered Coaching practices.
How We Get There
7 Core Practices for Student-Centered Coaching

1. Utilize coaching cycles
2. Set standards-based goals
3. Unpack the goal into learning targets
4. Co-plan with student evidence
5. Co-teach using effective instructional practices
6. Measure the impact on student and teacher learning
7. Partner with the school leader
Coaching Cycles

PRE-ASSESS
Establish the baseline student proficiency level through a quick formative assessment.

DEVELOP TARGETS
Learning targets are a breakdown of the goal. They provide a vision and criteria for what students will need to know and do to meet the goal.

SET STANDARDS-BASED GOALS
Standard-based goals are designed to move student learning forward and are designed for students. Growth cannot be measured without these goals.

POST-ASSESS
Measure student progress toward learning targets and determine next instructional steps.

CO-PLAN AND CO-TEACH
Co-plan with your teachers to ensure a smooth co-teaching process. This step will be tailored along the way.
EXAMPLES OF COACHING CYCLE GOALS

Elementary
● Students will write an informational piece of text.

Middle
● Students will understand and use ratios in order to make sense of real world situations.

High School
● Students will read and analyze text to evaluate, think critically, and understand historical events.
Video Reflection

How is the goal for coaching student-centered and evidence-based.
Collection of Learning Targets = Success Criteria
Learning Targets

● Are the goal unpacked
● Serve as a success criteria
● Are a criteria for assessment
● Are a tool for students to self assess
Coaching Cycle Goal: Students will write an informational piece of text.

Learning Targets/Success Criteria
- I can choose a topic to write about and name it in my piece.
- I can include facts about the topic in my writing piece.
- I can write an ending to my piece to show the reader it is finished.
- I can use a capital letter to start each sentence.
- I can use punctuation at the end of each sentence.
- I can use the word wall to spell words correctly in my piece.
HS GOAL THAT IS UNPACKED INTO LEARNING TARGETS / SUCCESS CRITERIA

**Coaching Cycle Goal:** Students will understand the differences between mitosis and meiosis and how it impacts human growth.

**Learning Targets/Success Criteria**

- I can demonstrate that understand that mitosis and meiosis are two different things.
- I am able to compare and contrast the stages of mitosis and meiosis.
- I can demonstrate that I understand that mitosis and meiosis relate to cellular reproduction.
- I can demonstrate the impact mitosis and meiosis have on the human body.
- I can draw representations of mitosis and meiosis.
- I can define and use at least five vocabulary words that are used in reference to mitosis and meiosis.
Co-Planning and Co-Teaching

Co-Planning
1. Analyze the student evidence
2. Co-plan the lesson

Co-Teaching
- Noticing and naming
- Thinking aloud
- Co-conferring
- Teaching in tandem
- You pick four
- Micro modeling
Collection of Student Evidence
Collection of Student Evidence
Evidence of Impact
Baseline Data
Goal: Students will write an informational piece of text.

Success Criteria
- I can choose a topic to write about and name it in my piece.
- I can include facts about the topic in my writing piece.
- I can write an ending to my piece to show the reader it is finished.
- I can use a capital letter to start each sentence.
- I can use punctuation at the end of each sentence.
- I can use the word wall to spell words correctly in my piece.

Name: Not hop

Snakes have scaly on their skin.
Instructional Practices that Were Used

- Conferring with the learning targets as a guide.
- Modeling how to add new ideas to writing.
- Using mentor texts during mini lessons.
- Small groups that are based on self-assessment.
- Self selected topics for writing.
- Creating book stacks on the topics that were selected.
Instructional Practices that the Teacher Plans to Continue Using

- Conferring with the learning targets as a guide.
- Student self-assessment using the learning targets.
- Modeling how to add on to writing. Use this strategy in the narrative writing unit.
- Self-selected topics in the narrative unit.
- Use of mentor texts.
Post Assessment

Nathan

elephant

Name:

Noses

Trunk

success criteria

- I can choose a topic to write about and name it in my piece.
- I can include facts about the topic in my writing piece.
- I can write an ending to my piece to show the reader it is finished.
- I can use a capital letter to start each sentence.
- I can use punctuation at the end of each sentence.
- I can use the word wall to spell words correctly in my piece.

This book is about animal noses. The elephant has a long nose like a hose. The cat has a flat and small nose. My nose is like a triangle.
## Baseline Data

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## Post Assessment Data

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<th>#</th>
<th>%</th>
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<td>Meets</td>
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### Plan for Students Who Didn’t Reach Proficiency

- Meet with the interventionist to plan Tier 2 support
- Plan which targets can be built into the next unit
- Continue to formatively assess

82% Proficient by the end of the cycle
Turn/Talk

How does Student-Centered Coaching make a measurable impact on teacher and student learning?

#CorwinInstitute
@SweeneyDiane
To learn more about Student-Centered Coaching
Stay in Touch

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