Leading Student-Centered Coaching

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#SCCoaching
TURN/TALK

How would you describe a school that has a culture for coaching?

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Student-Centered Coaching is...

• Not about ‘fixing’ teachers
• An asset-based approach
• Not for certain teachers
• A partnership that focuses on student learning
• Designed within an ecosystem of professional learning

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Clarity in the coaching model
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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.
60%

- Coaching Cycles

40%

- Informal coaching
- Unit planning
- Curriculum work
- PLCs
- Weekly meeting w/principal
- Coach PD
Coaching Cycles

- Approximately 4-6 weeks in duration
- Typically aligned with a unit of study
- Partner in the classroom 1-3 times per week
- Co-plan a minimum of one time per week
- Includes 1-3 teachers
- Impact is measured

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EXAMPLES OF GOALS for COACHING CYCLES

Elementary Writing
● Students will write an informational piece of text.

Middle School Reading
● Students will annotate text in order to determine the broader theme of what was read.

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

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Learning Targets

- Serve as a success criteria
- Are the goal unpacked
- 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.
One Word

On a post it, write down one word that sums up your thinking about why learning targets matter. Share with a colleague.

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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
Examples of Student Evidence

- Anecdotal or conference notes
- Student writing
- Exit/entrance tickets
- Problem solving tasks
- Readers/writers notebooks
Clarity in the coaching role
Aligning Student-Centered Coaching with School Improvement Processes

Look For's that Define 'The Thing'

i.e. Balanced literacy, disciplinary literacy, teacher clarity, formative assessment

Professional Learning
PLCs, PD, Data Teams
- Facilitated by teacher leaders, the coach, and administrators
  - Evaluated by administrators using walk throughs and observations

Coaching Cycles
- Facilitated by the coach
  - Evaluated through the Results-Based Coaching Tool

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Look Fors for Asset-Based Conferring

Asset-Based Instruction

Asset-based conferences

LOOK FORS

- Using progressions to reflect and plan learning
- Staff is making time & space for individual student conferences
- Staff using asset-based language to help students see their strengths
- Staff use a formative assessment system to monitor student change over time
- Students are active participants in goal setting & identify strategies to accomplish goal
- Students are self-assessing (with teacher support) progress and next steps
Look Fors for Asset-Based Conferring

- Start with what students can do.
- Meet students where they are.
- Language: Conferring.
- Strength-based Intention.
- Learning and embracing their identities.
- No Excuses! Reflecting: Adjusting.
- Collective: Efficient. We believe: CAN! Growth, Mindset.

Asset-Based Conferring (in Reading)

Opportunities for creating clarity:
- Lit staff hty.
- PLCs
- Coaching cycles
- KR observation cycles
- PD days
- Teacher observations

Look Fors:

- Inquiring authentically about students' personal/reading/learning identity.
- Intentional, focused LISTENING.
- Notice and name things student CAN do (using asset-based language) (Ratio of can do -> to next step)
- Teaching point builds off of what student can do — a reasonable nudge?

- Capture notes (management systems)

Reflect and adjust so that... whole group instruction is created for all learners the first time vs teaching a normed group of students then adapted later.
Coaches Avoid...

- Walk throughs
- Coaching by checklist
- Setting expectations for teachers
- Spending too much time managing initiatives

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Clarity in expectations
Key Message from the Principal:

‘Coaching is for Everyone!’
The leader sets clear expectations for instructional practice
Q: What is expected when it comes to instructional practice in your school? Is the vision clear?

a. Yes! You would see consistency when looking at instruction from classroom to classroom.
b. Maybe… Teachers may collaborate in teams or departments but there isn’t a clear vision throughout the school.
c. No… teachers do their own thing.
If not...

Work collaboratively to determine the instructional practices that will most benefit your students. These will become the ‘look for’s that are monitored by the principal.
Clarity around impact
Celebration instead of Confidentiality
Agenda for Weekly Principal and Coach Meetings

1- Coach provides an update on coaching cycles.
2- Principal shares trends that s/he is seeing in classrooms
3- Principal and coach plan professional learning, assessments, etc.
To measure the impact of coaching cycles, we...

1. We use the Results-Based Coaching Tool to measure teacher and student learning.

2. Engage in end-of-cycle reflections to celebrate growth.
End-of-Cycle Reflection

- What did we learn from the post assessment data?
- What instructional practices are you using as a result of the coaching cycle?
- What worked well for you during our collaboration?
- How did your collaboration positively impact your students?
- Were there any challenges or missed opportunities as we worked together?

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To Practice
Create a Venn diagram to uncover principal and coach roles.
To learn more about Student-Centered Coaching
Stay in Touch

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