

MADE IN CUMBRIA

MAKING A DIFFERENCE IN EDUCATION IN CUMBRIA

Instructional Coaching

Presented by Jon Stewart & John Shepherd

PRESENTERS



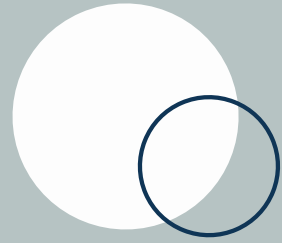
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Session Objectives

By the end of this session, you will:

- understand what Instructional Coaching is and why we use it as a method of improving teacher progress and performance
- know each of the five stages of the Instructional Coaching model





Instructional Coaching is currently the best-evidence form of professional development we have and has been proven to have direct impact on the progress of pupils in the classroom.

“

SAM SIMS, 2019

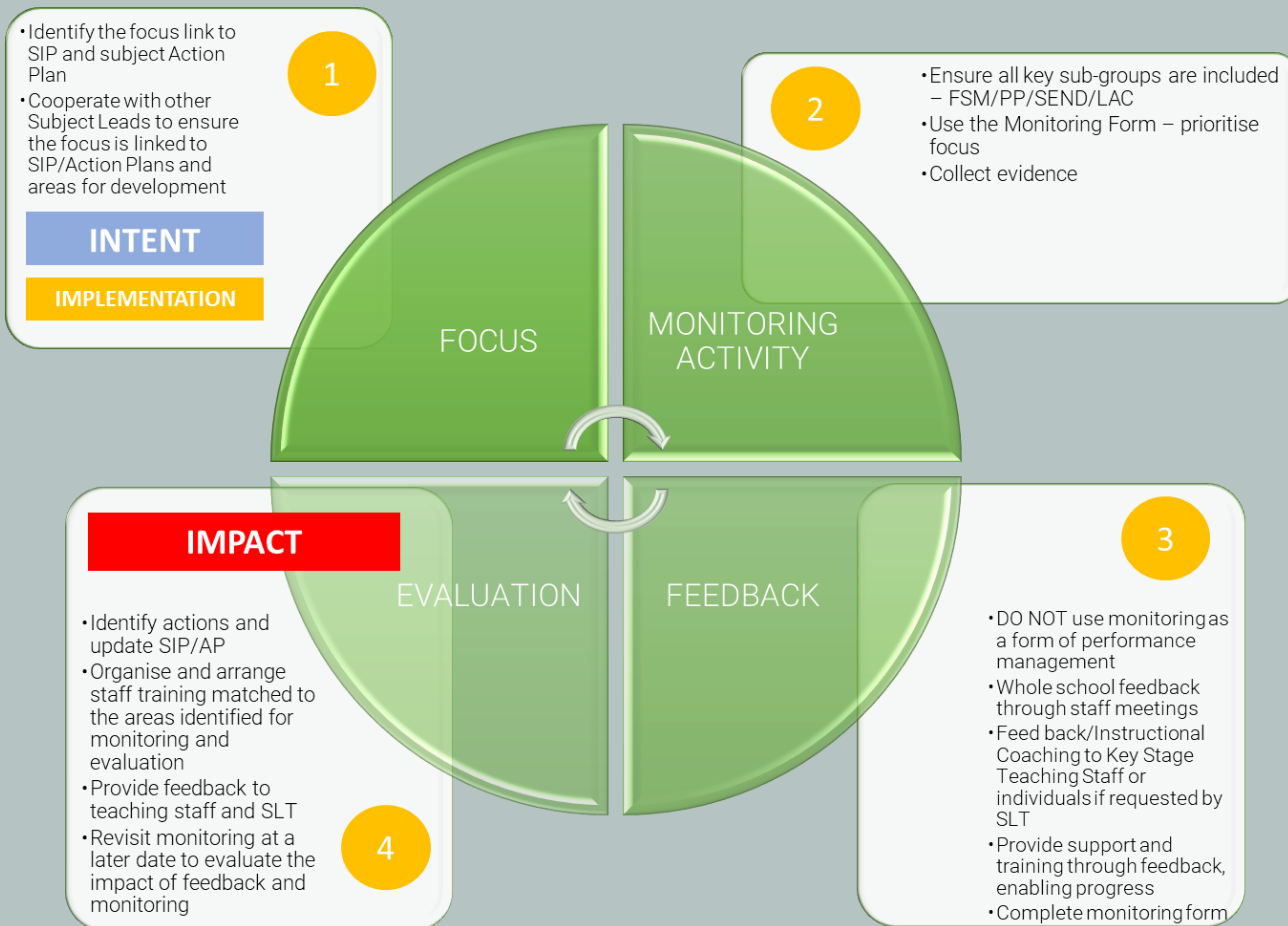
Sims, S., 2019. Four reasons Instructional Coaching is currently the best-evidenced form of CPD. [Blog] Quantitative Education Research,





What is Instructional Coaching?

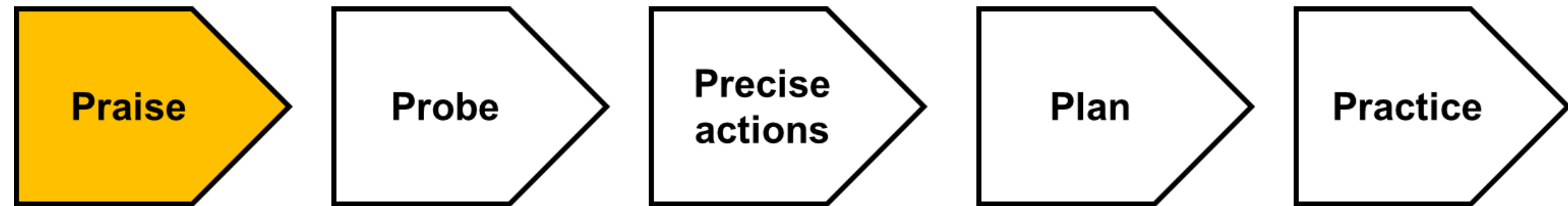






"The most successful leaders I've worked with give feedback in this way: they observe teachers frequently and assign them just one or two action steps per week. It feels slow at first...but little by little, the steps build momentum..."

(Bambrick-Santoyo, 2016)

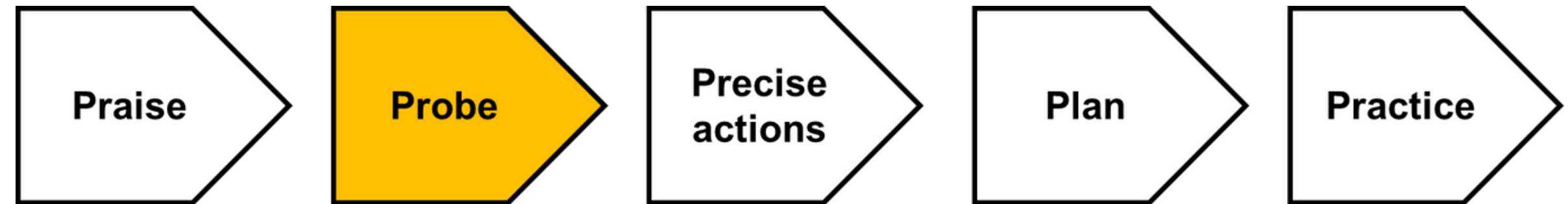


Praise strengths

Highlight key areas of strength

- Explain what went well
- Back up with evidence

One real strength I saw from the lesson was how well you have established your routines for handing out resources. Everything was handed out and all pupils had begun their work within two minutes of the instructions being said. This was supported by your clear and concise instructions that we worked on last month. This will mean that learning time is being used effectively.



Probe development areas

Guide your colleague to reflect on their pedagogical decisions and identify an area for development through a series of probing questions

- Plan questions in advance
- Use data and evidence to support the conversation

I'd like to understand more about what information you were able to gather from the questions you asked just before you sent pupils to complete their work independently.

- Did you know which pupils would be able to begin the task straight away?
- What impact did not knowing have on the start of that task?
- Why did the questions you did ask not give you the right information?



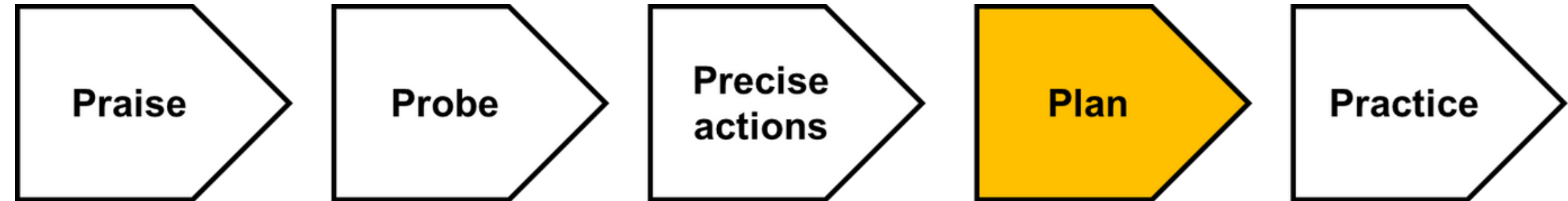
Set precise actions

Identify the highest-leverage action area(s) of development and set precise actions linked to this.

- Identify the highest-leverage action(s)
- Identify between 1 – 3 actions only
- Make sure they are precise and actionable
- That the action shares the 'how' and not just 'what'

We're now going to focus on setting actions around your use of questioning to check for understanding.

- Complete a 'show me' activity before beginning task to assess whole class understanding.
- Prepare a follow-up question in advance ready to extend thinking of targeted pupils.



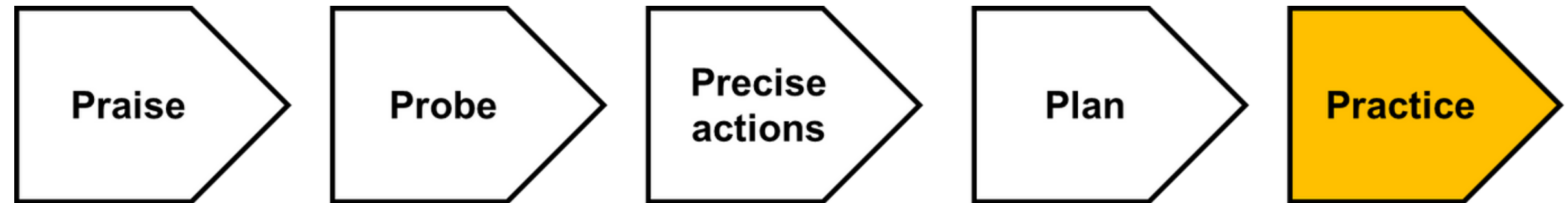
Plan based on actions

Focus on the precise actions and plan how your colleague might address them in a future lesson.

- Plan where and how they can implement the action
- Success criteria
- Script – “Let’s write down what would you ask there.”

We are now going to plan where you can do these actions. Let’s look at an upcoming lesson for points where it would be useful to check for whole class understanding.

Let’s script what you would say depending on the responses you get from pupils.



Practice based on plan

- Practise as if your colleague was in a live lesson
- Share a success criteria for what they are practising
- Prime the practice by providing a clear model
- Give clear feedback on how it could be improved





APPLY INSTRUCTIONAL COACHING





QUESTIONS AND THANK YOU

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