

INSTRUCTIONAL
PARTNERSHIP
COACHING
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Objectives

- Instructional Coaching Partnership Model
- Instructional Coaching Model: Dearborn
- Coaching Activities
- Results

What is Partnership Coaching?

A theoretical framework for instructional coaching based on the principles of:

- Equality
- Choice
- Voice
- Dialogue
- Reflection
- Praxis
- Reciprocity

Instructional Coaching, Knight, 2007

Coaching

Coaching Statements Activity

What Do Instructional Coaches Do?

- Observe, and provide feedback**
- Analyze data and plan for instruction**
- Model /co-Teach lessons**
- Plan lessons collaboratively**
- Student intervention**

Knight, 2011; Dozier, 2006; Hasbrouck & Denton, 2005

Dearborn Instructional Coaching: 2009-2015

- 2009-2013: Coaching and pull out intervention service. @50 hours.
- Monthly/twice monthly professional development: instructional best practices and coaching pedagogy

Goal: Sustainability

- Research: coaching to take on desired behaviors
- Low performing students needed to continue to progress after intensive intervention service ended
- Serve more teachers/students

Coaching Model: 2013-2015

- Focused coaching cycles/goal setting
- Planning lessons together
- Co-teaching whole group and small group

in-classroom partnership

- Reflection and feedback
- Scaffolding support during the cycle

Dearborn Instructional Coaching

To increase student achievement through utilizing best practices of partnership coaching and co-teaching with classroom teachers.

Instructional Coaching Goals

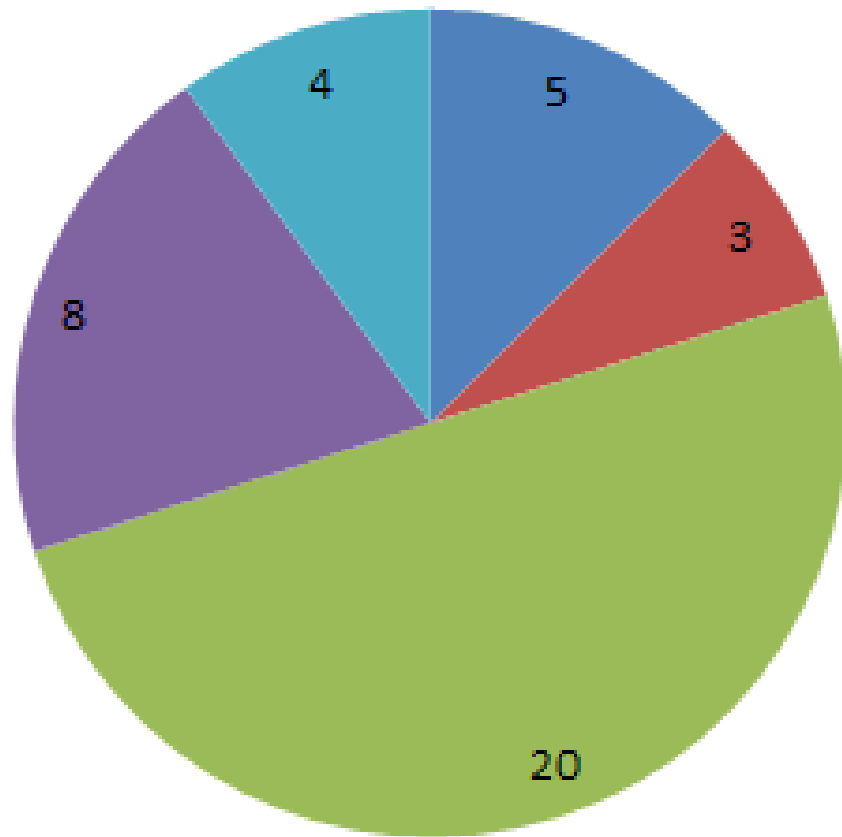
Goals:

- To co-teach with classroom teachers during classroom literacy instruction.
- To co-teach small group instruction with the lowest 30% of students.
- To collaborate with the leadership team to facilitate professional learning.

What does a coach do every day?

- Works with 4 teachers
- Works with 4 groups of students
- Plans
- Provides professional learning: grade level meeting, PLC
- MTSS/meet with principal/parents

Weekly Activity Report: 40 hours



- Planning
- District
- Classroom
- Building
- Professional Learning

Coaching Cycles

- 4 coaching cycles per year
- 4 teachers per cycle

The Partnership Coaching Cycle

- @8 weeks in length
- Begins with goal setting/data
- Planning - 1 day a week
- Co-teaching and small group instruction 3-4 days a week (45-60 min). Includes reflection.

Classroom Coaching Responsibilities

- Planning
- Co-teaching
- Students cotaught in small groups

School Responsibilities

- Instructional Coaching
- Professional Development
- Multi-Tiered System of Support (MTSS)
- Parent meetings/Parent conferences

District Coaching Responsibilities

- MTSS team
- Professional Development
- District Committees

Teacher Goal Setting Example

- “My students will increase _____ (reading/writing).
- The improvement will be measured by an increase of _____.
- Growth will be measured by _____.
- I will accomplish this through _____.”

Coaching and Co-Teaching

- Whole and small group instruction
- Readers and Writers Workshop
- Whole group mini-lesson (5-10) followed by small strategy/intervention group (3 students-10-15)
 - “I do, we do, you do”
- Reflection and debriefing time following session

Ending the Cycle

- Teacher is working independently
- Review of progress toward goal
- Reflective summary process
 - Establish future goals
 - Teacher Feedback

Use of Video

Coach and third grade teacher ending a coaching cycle.

<https://drive.google.com/drive/folders/0ByIbSxDda00fN3hhMG10elpWZzg>

Student Achievement

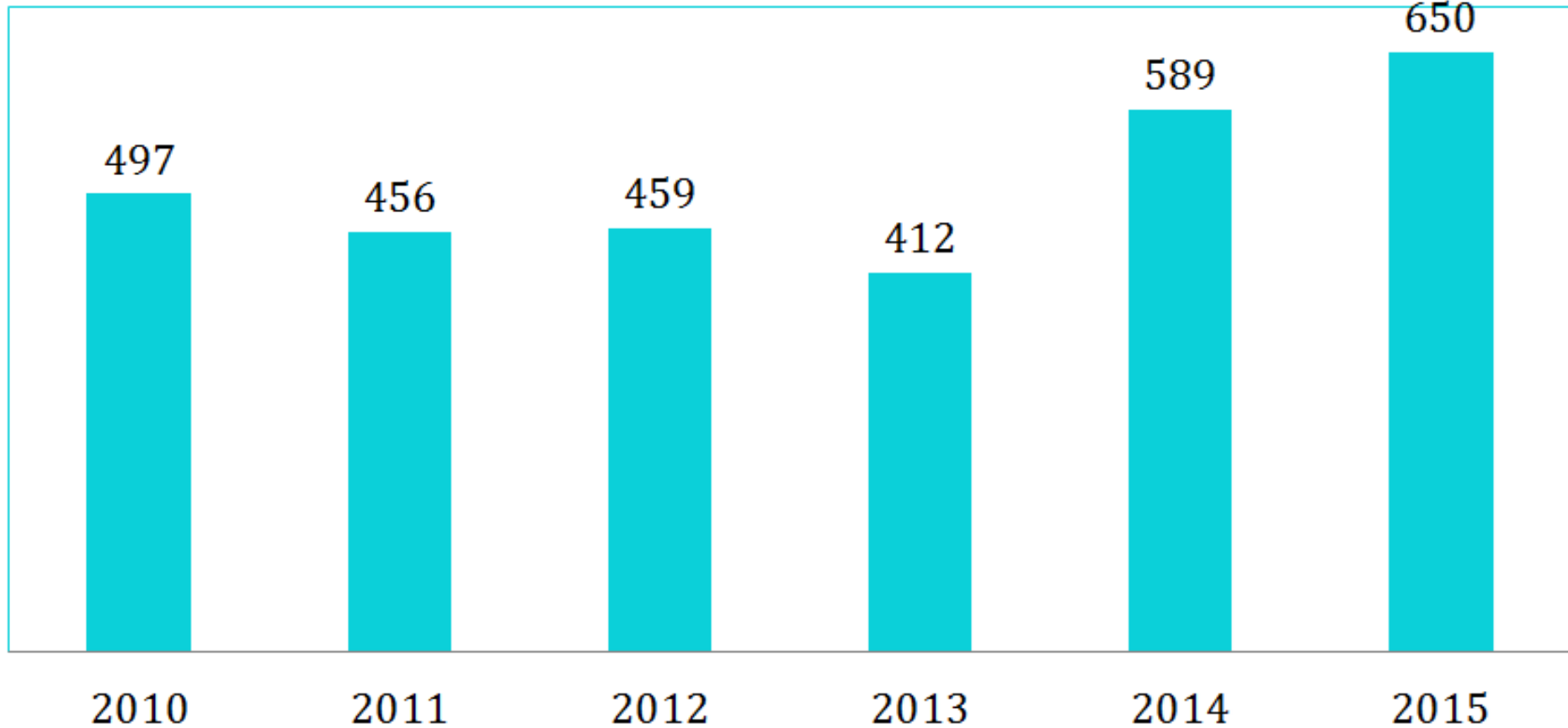
- Number of Students/grade level
- Teachers as partners
- Average number of hours
- DRA Growth/6+1 Traits change
- NWEA RIT growth
- Teacher Feedback Surveys

Student Achievement

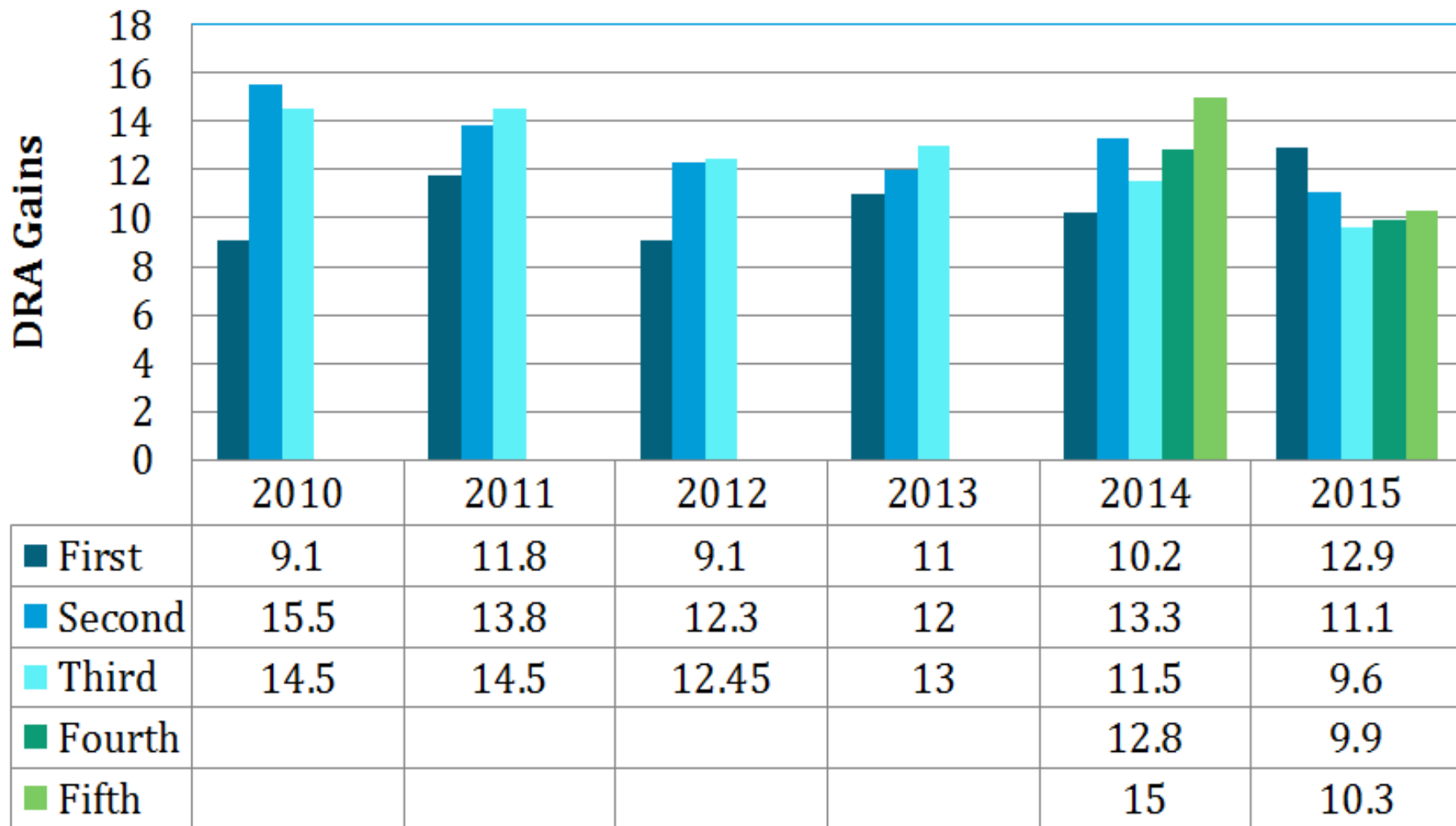
- Goal: one year of growth plus catch-up growth
- Achievement data for the past 6 years

Number of Students: 2010-2015

Total Number of Students Grades k-5

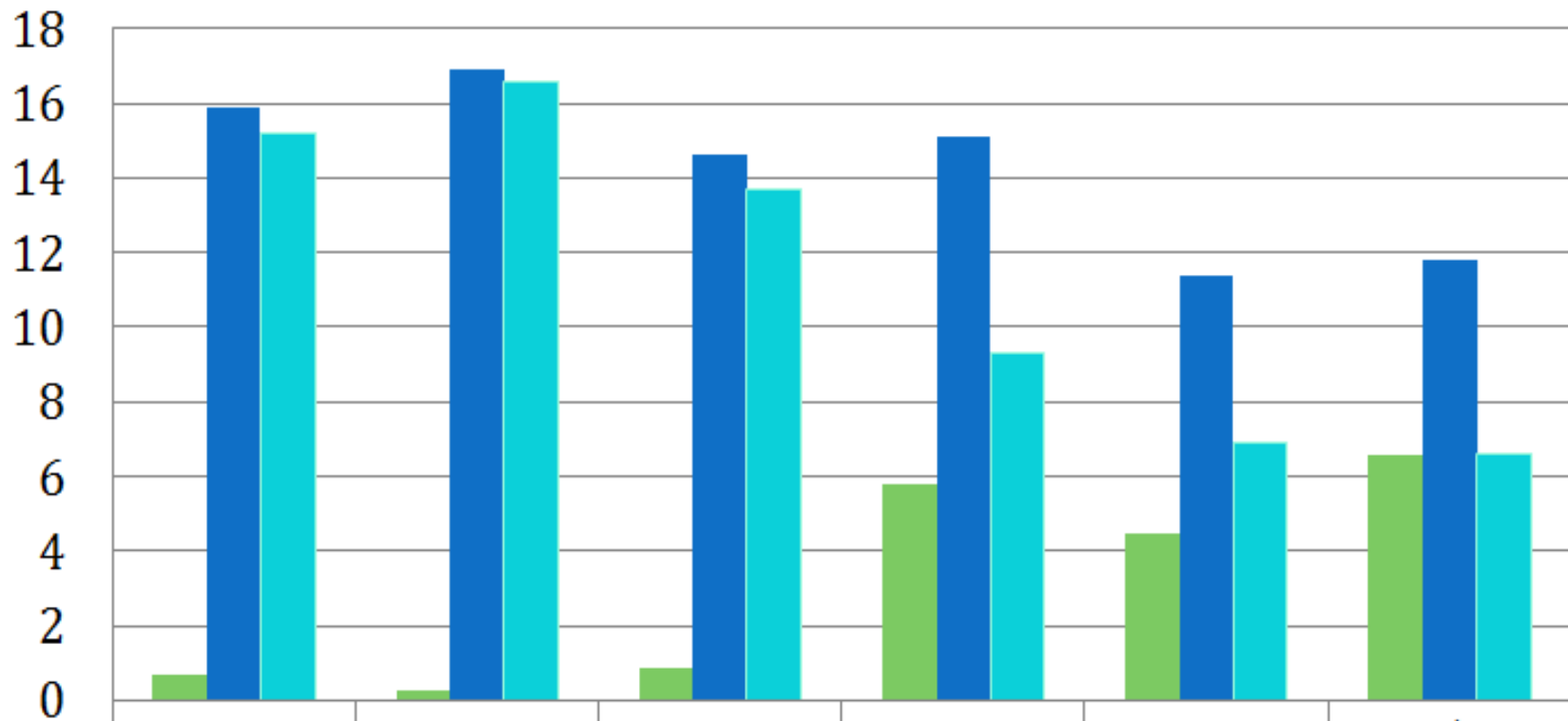


DRA Text Levels: 2010-2015



NWEA RIT Norms (2011)

Compared to Average RIT of Cotaught Small Group Student : Pre Fall 2014 to Post Spring 2015



■ Difference	0.7	0.3	0.9	5.8	4.5	6.6
■ Avg. RIT	15.9	16.9	14.6	15.1	11.4	11.8
■ RIT Norm	15.2	16.6	13.7	9.3	6.9	6.6

How has instructional coaching contributed to your teaching practices?

80% of our teachers responded that it...

- Deepened effectiveness of planning

- Strengthened co-teaching

- Developed reflective skills

- Improved effectiveness of whole/small group instruction

Teacher Feedback

“I loved to get another perspective! From watching my teaching and offering ideas, to watching someone else teach and gain ideas. I also loved that the kids got the chance to be "double dipped" every so often throughout the process.”

Teacher Feedback

“I truly valued the time with our coach in the classroom and wish I had her all year.”

Is Coaching right for your District?

- Literacy Experts

- Adult collaboration/collegial relationships

- Job-embedded professional learning

- Student progress/sustainability

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