



Coaching Strategies

Observe Instruction

The coach and teacher decide in advance what the coach will observe and collect data on in ways that will support the teacher's growth. The data and information collected during the observation provides the foundation for a coaching conversation and enables the teacher to reconstruct and analyze what happened while they were teaching.

Provide Reflective Feedback

Reflective feedback refers to coaching questions that promote deeper, more detailed thinking and lead to more productive decision-making. Reflective feedback also includes comments that emphasize the value and strength of the teacher's ideas and goals. See page 46 in the manual for further description and examples.

Co-Plan Lessons

The teacher and coach create a lesson plan together. This provides the coach with an opportunity to 1) learn about the teacher's planning process and 2) ask questions that may deepen the teacher's analytical thinking about their instruction and anticipated student responses.

Role-Play Practice

The teacher and coach role-play scenarios in order to practice and build new skills. For example, the coach might play a student as the teacher practices introducing new concepts or explaining a procedure. Then, they might reverse roles so that the teacher can experience the scenario from a student perspective.

Model Instruction

The coach demonstrates a teaching strategy or practice in the classroom as the teacher observes. To facilitate the most effective professional learning experience, the teacher and coach meet beforehand to discuss the strategy to be modeled and create a note-taking form for the teacher to use while observing the coach. They also make a plan to debrief afterward.

Video-Record and Reflect

Video is a powerful professional learning tool because it helps educators see exactly what teaching and student learning looks like. Video-recordings help coaches and teachers get specific about actionable next steps. Video should only be used when teachers and coaches have discussed the purpose of this coaching strategy and agree on the focus for the video-recorded lesson. Small groups of teachers can also come together during professional learning time to watch and discuss lesson clips. Video enables teachers to visit their peers' classrooms virtually and deepen their craft knowledge together.

Share Resources

Coaches provide the teacher with resources to support their professional growth. These may include tangible resources such as articles, instructional materials (e.g., storybooks, visuals, manipulatives), websites, or lesson planning templates. Coaches may also connect teachers to interpersonal resources, such as colleagues who seek to enhance their instruction and student learning through collaboration.



Coaching Resources

Books

- Aguilar, E. (2020). *Coaching for equity: Conversations that change practice*. San Francisco, CA: Jossey-Bass.
- Costa, A. & Garmston, R. (1991). Cognitive coaching: A strategy for reflective teaching. From Northeast Georgia RESA. Teacher Support Specialist Instructional Handbook. Winterville, GA: Northeast Georgia RESA, pp. 91-94.
- Dufour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work* (Second ed.) Bloomington, IN: Solution Tree Press.
- Jablon, J., Dombro, A. L., Johnsen, S. (2016). *Coaching with powerful interactions: A guide for partnering with early childhood teachers*. Washington, D.C.: National Association for the Education of Young Children.
- Kee, K. M., Anderson, K. A., Dearing, V., Harris, E., Shuster, F. (2010). *Results coaching: The new essential for school leaders*. Thousand Oaks, CA: Corwin.
- Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). *Coaching Matters*. Oxford, OH: Learning Forward.
- Knight, J. (2014). *Focus on Teaching: Using Video for High-Impact Instruction*. Thousand Oaks, CA: Corwin.

Websites

Ayers Institute for Teacher Learning & Innovation, eduTOOLBOX resources
<https://www.edutoolbox.org/>

National School Reform Faculty, Harmony Education Center
<https://nsrfharmony.org/>

Bright Morning: Every Conversation Counts
<https://brightmorningteam.com/free-tools/>

All Things PLC
<https://www.allthingsplc.info/>

Early Childhood Curriculum and Assessment Resources

- Bailey, B. A. (2014). Introduction to conscious discipline. In J. Ruffo (Ed.), *Conscious discipline: Building resilient classrooms* (pp. 8–29). Oviedo, FL: Loving Guidance, Inc.
- Hemmeter, M. L., Fox, L., & Snyder, P. (2013). A tiered model for promoting social-emotional competence and addressing challenging behavior. In V. Buysse, & E. Peisner-Feinberg (Eds.), *Handbook of response to intervention in early childhood* (pp. 85–101). Brookes.
- Hemmeter, M. L., Fox, L., & Snyder, P. (2014). *Teaching Pyramid Observation Tool: Research edition*. Brookes.
- Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System manual*. Pre-K. Brookes.