

Efficient and Effective Professional Development Through Inservice and Study Groups

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Agenda

- ▶ Introductions
- ▶ Coaching
 - Roles
 - Professional Development
- ▶ Sample Lessons & Videos
- ▶ Questions

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Coaching

- ▶ Based on work from
 - Student Achievement Through Staff Development by Joyce & Showers
 - *The Reading Coach* by Hasbrouck and Denton



Who is a Reading Coach?

- ▶ “An **experienced teacher** who has a **strong knowledge base** in reading and **experience** providing effective reading instruction to students, **especially struggling readers.**”

The Reading Coach, pg 1

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COACHING

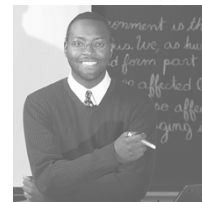
is more than just observing in classrooms and modeling lessons!

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The Role of the Coach

- ▶ Coaching is a form of **professional development**
- ▶ It is **personalized**,
- ▶ **Individualized**, and
- ▶ **Sustained** over time.



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Role of a Coach is to:

- C -
- O -
- A -
- C -
- H -

Goal: To Assist teachers in leading students to mastery

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Role of a Coach

C - Communicate

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Ways to Be an Effective Communicator

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Role of a Coach

- C - Communicate
- O - Observe

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Role of a Coach

- C - Communicate
- O - Observe
- A - Assess the kids

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Role of a Coach

- C - Communicate
- O - Observe
- A - Assess the kids
- C - Collaborate

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Role of a Coach

C - Communicate

O - Observe

A - Assess the kids

C - Collaborate

H - Help

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H – Help

Models of instruction

- Team-teach
- Teach the class to allow the teacher to visit another class
- Provide a model lesson
- Demo a specific activity

Monitoring student mastery (to direct lesson planning)

- Progress Monitoring Chart

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What Does a Coach Do?

- Observe
- Model
- Advise and support
- Team teach
- Facilitate collaboration
- Conduct workshops
- Help organize and manage reading programs

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What does a coach do?

- Observe
- Model
- Advise and support
- Team teach
- Facilitate collaboration
- **Conduct workshops**
- Help organize and manage reading programs

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Effective Professional Development

- Understand theory & rationale
- Observe a model
- Practice strategy
- Try strategy in classroom w/peer support

Showers (1987)

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Providing Effective Professional Development (PD)



Plan PD based on:

1. Student assessments
2. Student-teacher observations
3. Teachers' self-determined needs



Targeted PD Based on Systematic Assessment of Needs

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The Coach as Teacher-Learner

- Coaches provide PD in large-group, small-group, and individual formats.

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Coaches must differentiate coaching much like teachers differentiate teaching!



One-to-One
Small-Group
Whole-Group Workshop

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In-service Planning

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Workshop 101

Planning
Planning
Planning

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Workshop 101

- Benefits of approach
- Link to teacher needs
- Focus on student outcomes
- Create links to research
- Make it practical!!

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Effective Professional Development

- Schedule planning workshops.
- Organize study groups.
- Provide in-class coaching and modeling.
- Conduct data meetings.
- Employ peer coaching.

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Formats of Professional Development

- Workshops
- Study groups
- In-class coaching and modeling
- Individual meetings for problem solving
- Peer coaching
- Co-planning
- Co-teaching

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Study Groups

- ▶ Main functions
 - Learning to implement instructional practices
 - Collaboratively planning for school improvement
 - Studying research on best practices

Murphy (1992) cited in *The Reading Coach*

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*Elements of a
Good
In-service*

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Planning Your In-service

1. What will I do at the in-service?
2. Will this be offered for district credit?
3. What is the agenda?
4. What materials do I need?
5. When will it be? How long will it be?
6. How will teachers be informed?
7. What do they need to bring?
8. What will I do to evaluate its effectiveness?

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Teaching Teachers

**“I hear and I forget,
I see and I remember,
I do and I understand.”**
 —Confucius

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Effectiveness of Coaching

Training Outcomes

Training Components & Combinations	Knowledge	Skill	Transfer of training
Information	.63	.35	.00
Theory	.15	.50	.00
Demonstration	1.65	.26	.00
Theory Demonstration	.66	.86	.00
Theory Practice	1.15		.00
Theory Demonstration Practice		.72	.00
Theory Demonstration Practice Feedback	1.31	1.18	.39
Theory Demonstration Practice Feedback Coaching	2.71	1.25	1.68

Joyce & Showers (1995)

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Strategic Coaching Professional Development Planning Guide

- Survey of teacher priorities
- Summary of teacher needs assessment
- Summary of observations
- Summary of needs reflected in student assessment
- Prioritizing needs
- Coaching objectives
- Coaching plan

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Teaching Teachers vs. Teaching Students

SIMILARITIES between teacher PD and student instruction:

- Responds to the needs of learners.
- Takes place in different formats.
- Includes modeling and/or demonstrations.
- Provides opportunities for guided practice.

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Teaching Teachers vs. Teaching Students

DIFFERENCES between teacher PD and student instruction:

- Background knowledge can be quite varied, lengthy.
- Consider Maslow's needs in relation to adult learners.

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Adult Change and Growth

- Do not try to change too much too soon.
- Keep change realistic.
- Effective change takes place at the individual and school levels.
- Provide time for self-reflection and self-evaluation.

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Adult Learners

- ▶ Adults are concerned about time.
- ▶ Adults have more experiences and a richer base of knowledge to draw upon – and have more "unlearning" to do as they abandon old habits and procedures.
- ▶ Concrete experience: unstructured opportunities to "play around" with a new idea or tool

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Adult Learners

- ▶ Reflective observations: opportunities to "stand back" to "look over" (literally or figuratively) a new idea or tool in order to develop several perspectives about it
- ▶ One way to achieve this is through videos.



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How to use video in PD

- ▶ Selection of video segments is critical and should be based on teacher &/or student needs and wants.
- ▶ Viewers need a schema and purpose for watching the videos.
- ▶ Facilitator/coach should have previewed the video and know how long the segment is.
- ▶ Participants should be given prepared discussion questions before the video.

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How to use video in PD

- ▶ Participants should be asked to look for specific behaviors or techniques while watching.
- ▶ Video clips should be clips – not epics.
- ▶ Coach should facilitate participant post video discussion – not lecture about it.
- ▶ Coach should acknowledge discussion points on overhead or flip chart paper.
- ▶ Coach encourages the setting of individual goals based on knowledge gained through video.

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6 Steps to a Successful Session

- ▶ Plan
- ▶ Purpose
- ▶ Preview Discussion Questions
- ▶ Pay attention to video
- ▶ Participate in lively chat
- ▶ Promise to implement



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Videos from Teaching Reading Essentials

»» Louisa Moats & Linda Farrell

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Questions and Discussion

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Thank you!

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