



Collaborative Coaching

A Model to Improve Teacher Instructional Skills

This job embedded coaching model offers explicit guidelines with specific indicators of progress spelling out what teachers should know and be able to do in order to continue becoming “smarter” about improving student learning.

INTENTIONAL COACHING MODEL This collaborative process is a way to plot a teacher’s growing capacity for collecting and analyzing student work, planning lessons, analyzing assessment data. This information will guide the coach to plan instructional interventions and for identifying and acquiring the kind of appropriate professional development that will enable them to do this more effectively. A Learning Keys Coach will work with teachers on the below criteria.

The cycle consists of:

- Analyzing student data to determine areas of focus.
- Collaboration between the teacher and coach to analyze data and agree on strategies to improve students learning to be implemented.
- Review cycle where coach and teachers meet to discuss the lesson observed and for the coach to provide feedback
- Summative Review where the teacher and coach meet for a final review of the teacher’s work before the end of the teacher growth cycle. This meeting includes reflections about the work done throughout the targeted time period as well as written reports of accomplishments.

Criteria for selection of coaches or teachers:

- Core content teachers that impact student performance data.
- Educators that are interested in growing their skills. Educators that have been identified as in need of extensive growth or will soon be retiring should not be selected for this process.
- Want to become a master level educator.

Prerequisite:

Participants must have participated in The Learning Keys 2 day training of Designing and Delivering Lessons.

Who: Collaborative Coaching is meant for selected teachers who are committed to becoming “smarter” about improving student learning.

When: These trainings are completed based on teacher schedules.

- Schedule is 8:00 to 4:00.

Where:

- Job embedded training conducted during classroom instruction.
- Day 1 is conducted in a training setting with plenty of room for tables and chairs

Must Haves for day one training:

- Data from most current state or benchmark assessment
- District curriculum documents or state standards
- Audio/Visual: Post-It style flipchart pads with easel, and selection of colored markers,
- Post-it notes for each table
- LCD projector system with large screen with mic.
- Room set-up should be “Modified Chevron” with no participants’ back positioned toward the presenter. Table and chairs, no student desk.
- Refreshments should be available to participants throughout the day. Meals may be coordinated or left up to participants individually – this is the client’s choice.

Visit our website at www.learningkeys.org