

# Differentiated Instructional Coaching Support: A Snapshot

Instructional Coach Mission:

*Improved student achievement through instructional coaching.*

Coaching Consideration:

How will we celebrate, validate, and stretch collaboration, learning for all, and results.



## Differentiated Coaching/Mentoring Framework

(Based on: A Conceptual Framework for Differentiated Coaching from the New Teacher Center)

	Instructive	Collaborative	Facilitative
General Flow	C → T	C ← → T	C ← T
Coaching Stance	Directs, provides information, and suggestions based on needs and data, connects to rationale	Coach influences rather than dominates, coach and teacher work together to analyze data and plan solutions	Coach facilitates process or discussion framework through questioning, teacher does most of the talking and self-reflection
Coach Question or Discussion Example	How will you use ____ strategy with our struggling learners?	Let's brainstorm some ____ strategies that will meet the learning need of our struggling learners.	What does the data show as learning needs of our struggling learners? What are the instructional implications?
Coach Action Example	Provide student work exemplars, specific strategies, or policies	Co-analyze student work & data, co-develop lesson plans, co-observe and provide feedback	Use processes and purposeful questioning to facilitate, listen to teacher response

## Instructional Coaching Reflection:

1. Which coaching stance(s), language, and actions did I use with the interaction?
2. Why did I choose that stance?
3. What happened as a result of the interaction?
4. How did the interaction connect to:
  - a. Collaboration, learning for all, and results?
  - b. The four PLC questions?
5. What did we celebrate? How did I validate teaching and learning? How did our conversation stretch our thinking?
6. What are my next steps (language and actions)?



Resources:

*Analysis of Student Work*, New Teacher Center, Santa Cruz, 2009 ( [www.newteachercenter.org](http://www.newteachercenter.org) )

CRCS Instructional Coach Collaborative Work, Cedar Rapids, Iowa. 2011-2012.

Erkens, C. *Process for Common Assessments*. Anam Cara Consulting Inc.. March 2011 <<http://www.anamcaraconsulting.com/index.php>>.

Hall, P. & Simeral. *Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders*.

ASCD, Alexandria. 2008.

*Instructional Mentoring*, New Teacher Center, Santa Cruz, 2009 ([www.newteachercenter.org](http://www.newteachercenter.org))

Moss, C & Brookhart. *Advancing Formative assessment in Every Classroom: a Guide for Instructional Leaders*.

ASCD. Alexandria. 2009.

## General Conversation and Questioning Stems: A Few Favorites (New Teacher Center)

<p><b>Paraphrase</b></p> <ul style="list-style-type: none"> <li>• What I hear you saying is...</li> <li>• As I listen to you, I'm hearing...</li> <li>• I'm hearing many things including...</li> </ul>	<p><b>Clarify</b></p> <ul style="list-style-type: none"> <li>• Would you tell me more about...?</li> <li>• It would help me understand if I had an example of...</li> <li>• Tell me what you mean when you...</li> </ul>
<p><b>Mediational Questions</b></p> <ul style="list-style-type: none"> <li>• What's another way we might...?</li> <li>• What would it look like if we...?</li> <li>• What sort of an impact might there be if...?</li> <li>• What might you see happening in your classroom if...?</li> </ul>	<p><b>Non-Judgmental Responses</b></p> <ul style="list-style-type: none"> <li>• What did you do in the planning and teaching to see so many students improve their learning data?</li> <li>• How did it work when you tried...?</li> <li>• It sounds like you have a number of ideas to try. It will be exciting see what works best for you and the students.</li> </ul>

<b>Process for Common Assessments Cycle (C. Erkens)</b>	<b>Conversation and Questioning Stems (New Teacher Center &amp; Building Teachers' Capacity for Success)</b>
Identify the learning target	<ul style="list-style-type: none"> <li>• What do you want your students to know or be able to do?</li> <li>• What does data show as a needed learning target for us to focus?</li> <li>• What will it look like or sound like if a student is proficient with this learning target?</li> <li>• Let's consider creating a rubric to clarify proficiency for this learning target.</li> <li>• What are the scaffold skills students need leading to and following the learning target?</li> </ul>
Design formative and summative assessments	<ul style="list-style-type: none"> <li>• How will we assess what students are learning?</li> <li>• What's another way students can demonstrate what they know, understand, or are able to do?</li> </ul>
Instruction and ongoing assessment	<ul style="list-style-type: none"> <li>• How will we use the information from this assessment?</li> <li>• Do we foresee any possible learning barriers that we need to proactively plan for?</li> <li>• How will we plan for students at various readiness levels?</li> <li>• What questions will we ask students throughout the lesson? How will we plan for deep level thinking questions?</li> <li>• Let's think about what descriptive feedback may feed students forward in their learning...</li> </ul>
Monitor for learning and collective results	<ul style="list-style-type: none"> <li>• What will it look like and sound like if students are successful throughout this lesson?</li> <li>• How will assessment procedures, directions, and preparations be the same or different between classrooms/students?</li> </ul>
Tally and review common assessment results	<ul style="list-style-type: none"> <li>• What patterns can we identify in the student mistakes and what do they tell us?</li> <li>• What key qualities are present?</li> <li>• Which students are in the "more than one year below standard" or exceeding standard" category?</li> <li>• What learning needs are present? What experiences do the students need to further learning?</li> </ul>
Revise curriculum, instruction, and assessments	<ul style="list-style-type: none"> <li>• What instructional strategies were the most effective with the students and need to be repeated?</li> <li>• In what ways did the instruction succeed or need changes to meet students' needs?</li> <li>• What crucial knowledge, skill or content gaps we need to address?</li> </ul>

**Resources**

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