



# **LIVE COACHING TO SUPPORT INSTRUCTIONAL EFFECTIVENESS**

**LEA Institute: “It Takes a City: DC Does it Best!”**

**DC Prep • MaryKate Hughes and Melissa Rich • May 2016**

## Here's What, So What, Now What

- **HERE'S WHAT:**

- **Make observations of our data set that are factually true?**

- **SO WHAT:**

- **Analyze these observations. Give them context and hypothesize about their cause.**

- **NOW WHAT:**

- **What does this mean for us as instructional leaders?**

## Our Conjecture: Live Coaching Makes the Difference

### **LIVE COACHING:**

- **In-the-moment feedback to a teacher during the course of a lesson to support instructional effectiveness**

### **ALSO KNOWN AS:**

- **Co-teaching without co-teaching**
- **Interjection without distraction**
- **Show, don't tell**

What Supports Instructional Effectiveness for Students?  
(or, Where Did You All Come Up with this Crazy Idea?)

## **Hattie's Visible Learning: A Quick Summary**

- **i.e. how you get a 400 page book that explores 800+ meta-analyses of educational research into student achievement, all in 3 minutes...**

## +0.4 < Significant Effect

Rank	Influence	Studies	Effects	ES
120	Mentoring	74	74	.15
121	Teacher education	85	391	.12
122	Ability grouping	500	1369	.12
123	Gender	2926	6051	.12
124	Diet	23	125	.12
125	Teacher subject matter knowledge	92	424	.09
132	Student control over learning	65	38	.04
133	Open vs. Traditional	315	333	.01
134	Summer vacation	39	62	-.09
136	Retention	207	2675	-.16
137	Television	37	540	-.18
138	Mobility	181	540	-.34

## The Winners!

### What makes a difference for students...

Rank	Influence	Studies	Effects	ES
1	Student expectations	209	305	1.44
3	Providing formative evaluation	30	78	.90
5	Acceleration	37	24	.88
6	Classroom behavioral	160	942	.80
8	Teacher clarity	na	na	.75
9	Reciprocal teaching	38	53	.74
10	Feedback	1287	2050	.73

Might this also be true for teachers?

- **Live Coaching is about:**
  - **Clear Expectations**
  - **Formative Evaluation**
  - **Feedback**

## What are These Moves?

- **CHARADES:**

- **Non-verbal signals (usually agreed upon in advance) between teacher and coach. They provide instant data (positive or corrective). Some examples are pointing at a student, holding up a sign with a particular strategy on it, raising a hand when you hear the teacher using a particular strategy, etc. Charades can also signal another one of the strategies.**

- **VOGUE:**

- **Doing a model of a routine or instructional move for the teacher by directly addressing the students.**

- **REMIX:**

- **This is a quick correction or interjection to raise expectations and quality for students. It can be whole group, to the teacher and the class, or private, to just the teacher. It quickly names the issue and turns it back over to the teacher to address or correct.**



## A Progression of Insights

- **We are charged with more rigorous learning for all students.**
- **But typical instructional practice of showing, telling, and practicing to get “right answers” only works for about 1/3.**
- **Thus, classes must reflect a different set of instructional practices – productive struggle, alternative approaches, discourse, explanations, conjectures, and justifications.**
- **But, this is different, difficult to do, requires time, and requires risk-taking.**
- **Which is why we must have collaborative structures and coaching to support envisioning, practicing, and providing feedback as we raise quality and impact.**

## What We Know (but too often fail to act on)

- **People won't do what they can't envision;**
- **People can't do what they don't understand;**
- **People can't do well what isn't practiced;**
- **But practice without feedback results in little change; and**
- **Work without collaboration is not sustaining.**

**Ergo: Our job, as a professional, at its core, is to help people envision, understand, practice, receive feedback, and collaborate.**

## Questions

- 1. What is your greatest challenge as a coach?**
- 2. What changes would allow you to be more effective?**
- 3. What do you do to address the need for your own professional growth and development?**
- 4. From your unique perspectives, how do you see what you learned today impacting your practice?**



**THANK YOU FOR THE INDISPENSIBLE WORK YOU DO!**  
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