

# Integrating Classroom Practical Measures in One- on-One Coaching

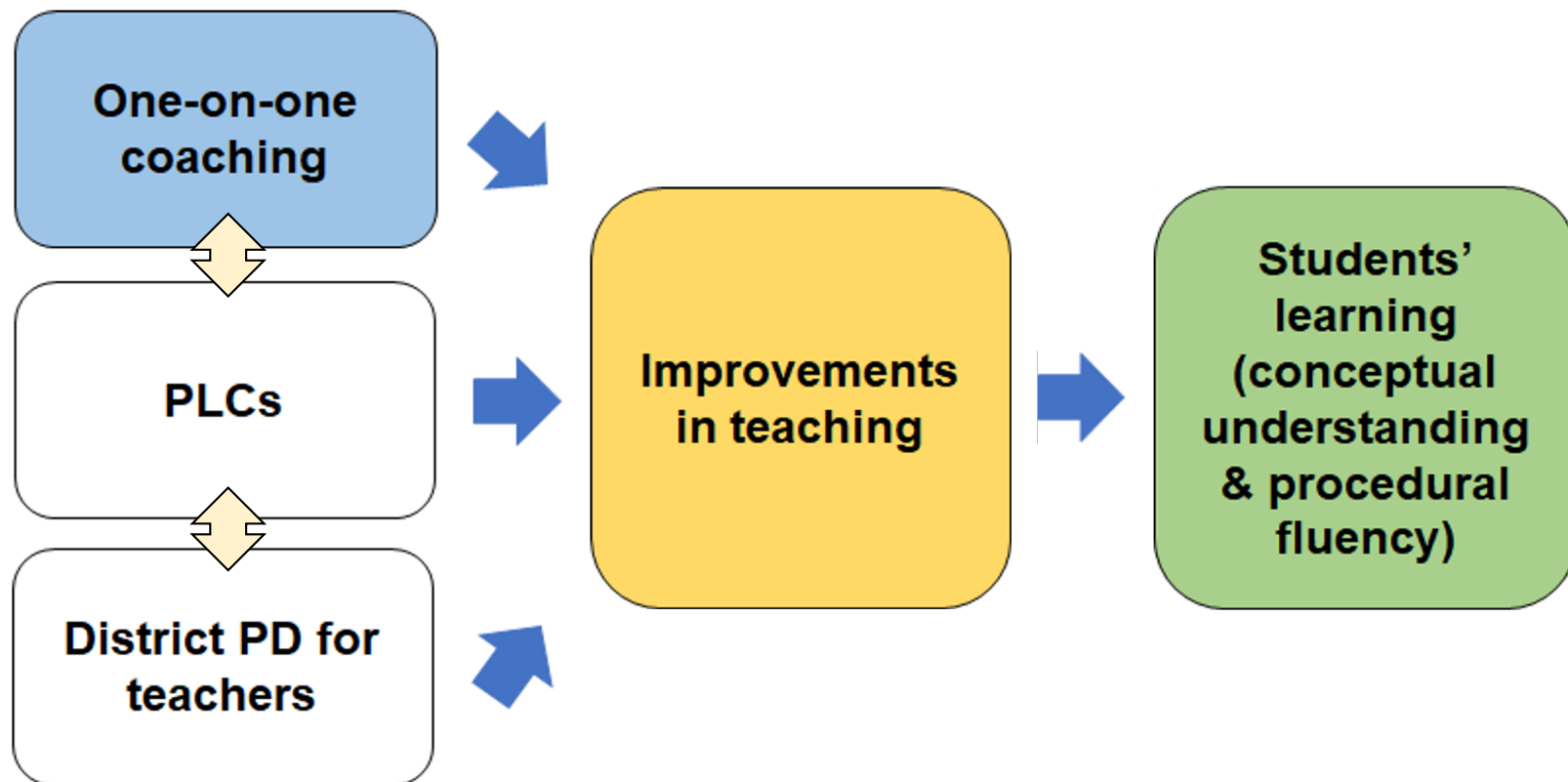
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# Our Focus

How can facilitators of teacher learning (e.g., **coaches**) use the **classroom practical measures** to enable them to improve their work with teachers?

## Context: District-Wide Coaching Initiative



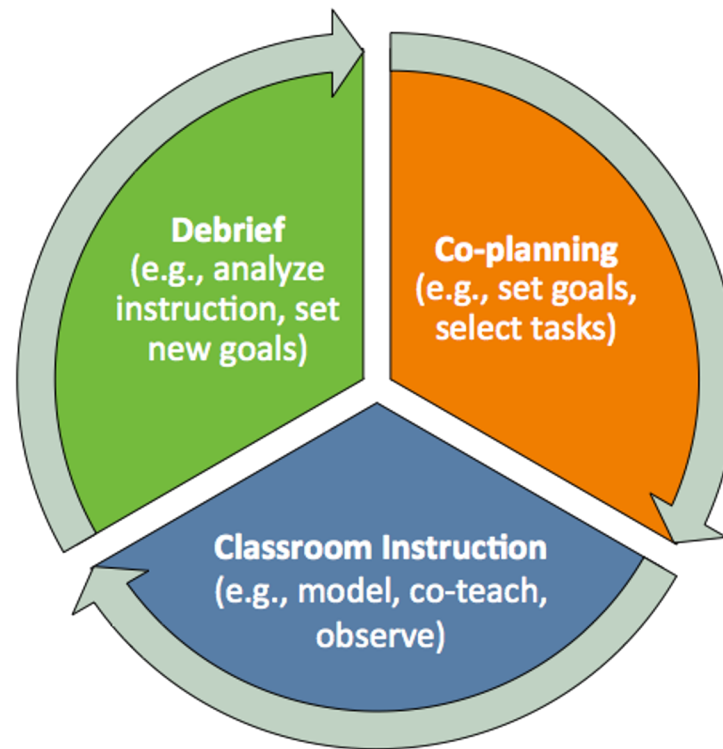
# Initiative: Supporting Coaches' Learning

Coaching is complex, challenging work

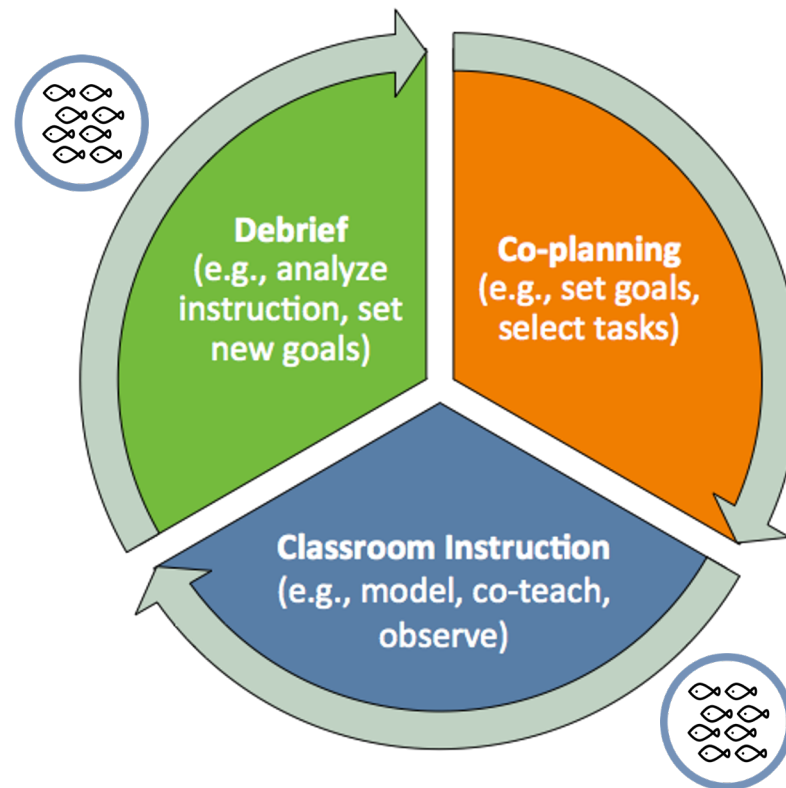
Designed and facilitated professional development for coaches

- Goal: learn to enact coaching cycles effectively

# One-on-One Coaching Cycles



# Integrating Practical Measures in Cycles



# Integrating Practical Measures in Coaching

Data from practical measures:

- Can aid teachers and coaches in determining whether *changes* in teachers' instruction are *improvements*

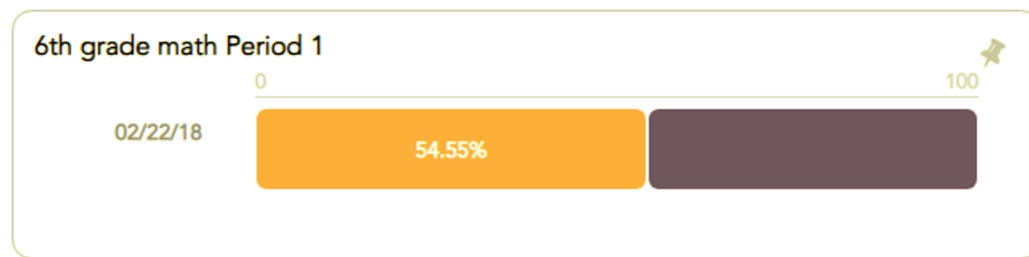
# Integrating Practical Measures in Coaching



Did you have trouble understanding other students' thinking in today's whole class discussion?

☐ Yes

☐ No



**Coach:** ...I notice when a student will share, you would rephrase what they were sharing. I wonder –

**Teacher:** – Having another student rephrase?



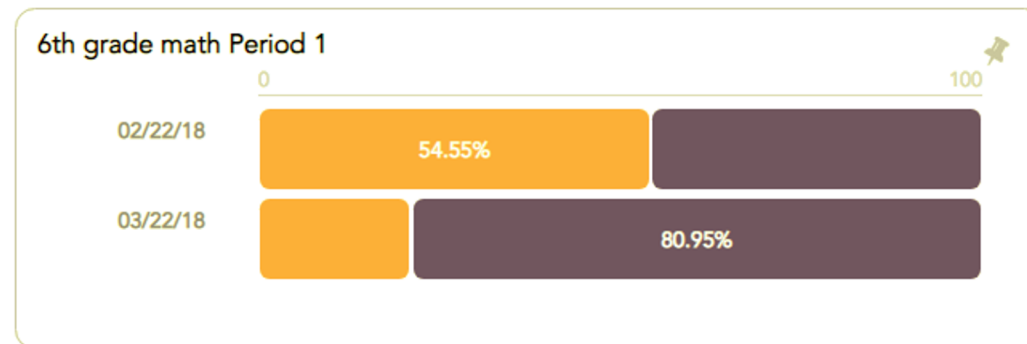
# Integrating Practical Measures in Coaching



Did you have trouble understanding other students' thinking in today's whole class discussion?

■ Yes

■ No



Teacher: That's great, put that on my resume!

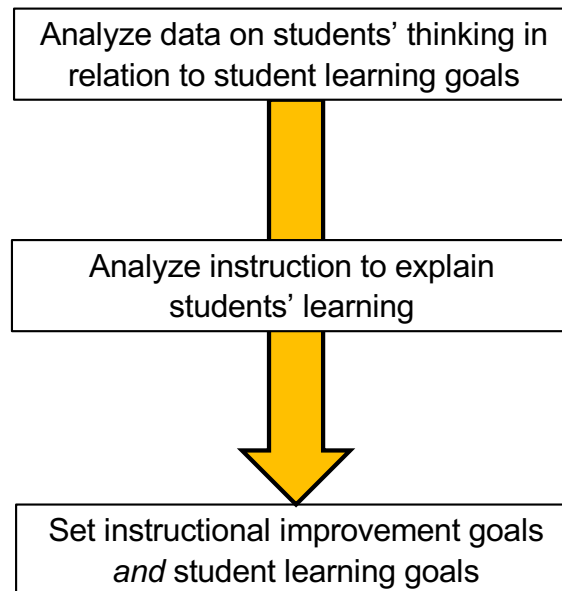
# Integrating Practical Measures in Coaching

Data from practical measures:

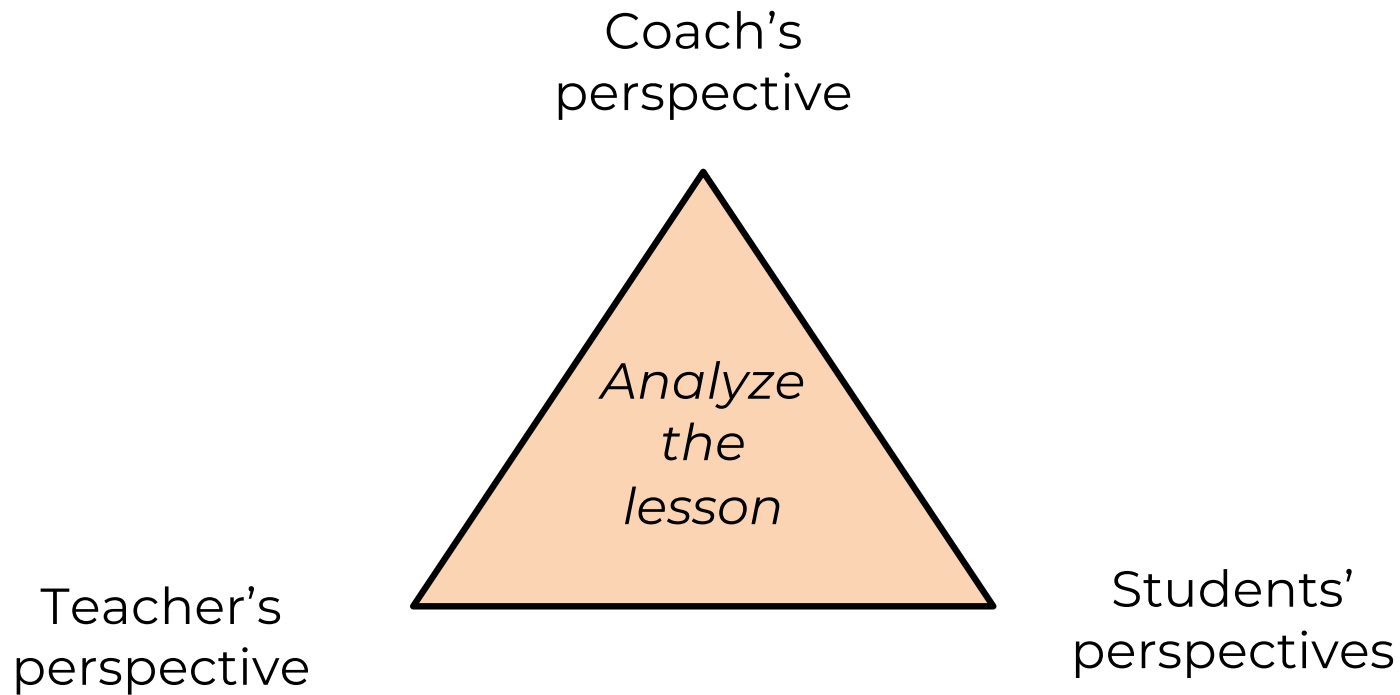
- Might also **enable coaches to better support teachers' learning** beyond determining whether a change is an improvement

# Productive Debrief Conversations

Connect content goals, students' thinking, and instruction.



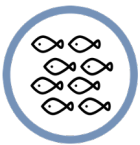
# Benefit 1: Additional Perspective on the Lesson



## Benefit 2: Perspective on the “Right Stuff”

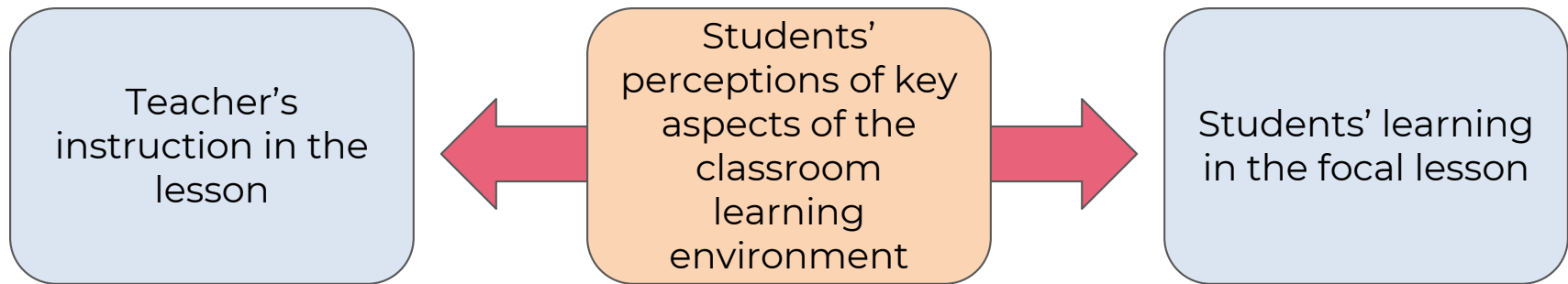
Orient coaches and teachers to aspects of **the classroom learning environment** that **matter for students' learning**.

- Often not readily observable



Did you have trouble understanding other students' thinking in today's whole class discussion?

## Benefit 3: Stepping Stone Between Learning and Instruction

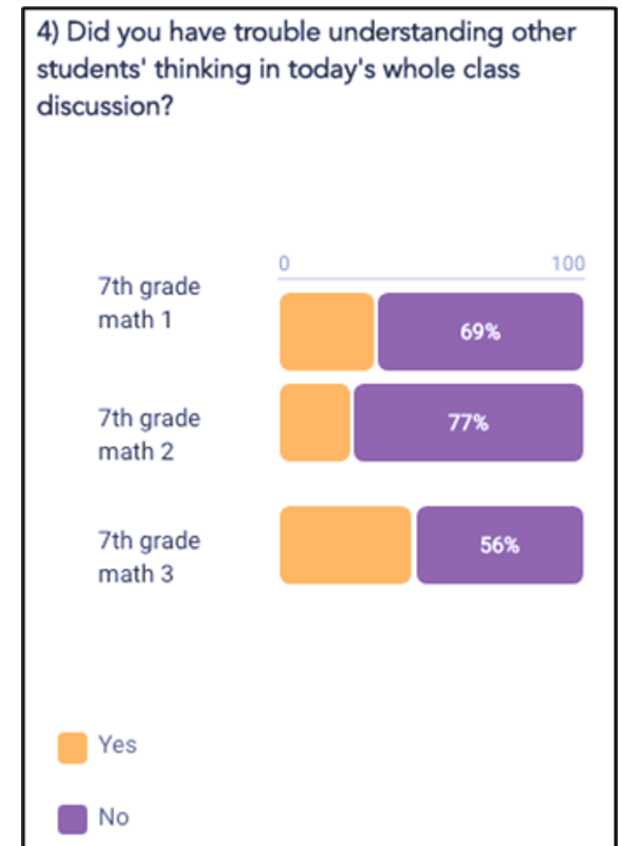


# Illustration: Benefits

**Coach:** Did you have trouble understanding other students' thinking? What do you think that the yeses there were?

**Teacher:** [I was] trying not to lead as much. If they were trying to explain... I was trying to rephrase it sometimes, but I was also trying to let them do a lot of the talking.

**Coach:** And that's one of the times too that sometimes you can use some of the accountable talk moves... So-and-so, can you explain?



# Missed Opportunities

**Coach:** Did you have trouble understanding other people's thinking?

**Teacher:** [It was] half and half... But did I [predict] 50-50 on that one?

**Coach:** No, I think you said 50-50 on [another one].

**Teacher:** Oh, yeah, you're right. I said 75 percent would understand.

**Coach:** So did you have trouble understanding?

**Teacher:** So a lot, yes.

**Coach:** And if you come to this [item]...



# Stepping Back

Discussing students' responses to the practical measures **can** enable coaches to **improve debrief conversations**

Not a silver bullet

- Requires **coach expertise**