

Targeted Coaching and Feedback: Supporting Teacher Practice in High-Leverage (and Evidence- Based) Practices

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Center on
GREAT TEACHERS & LEADERS

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Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Today's Objectives

Participants will:

- Acknowledge that targeted high-leverage instructional practices is key to successfully changing teacher behavior and improving student achievement
- Acknowledge that practice-based opportunities are critical in strengthening educator capacity.
- Recognize the essential features of high-quality practice-based teaching opportunities.
- Gain awareness of strategies to integrate practice-based opportunities into the preparation and professional learning of educators.

Learner Ready on Day 1

What does this mean?



Good goal, but we know that...

- Expertise is not built overnight.
- Completing a preparation program does not guarantee implementation fidelity.
- Many professional learning events have had marginal impact.
- Fidelity of evidence-based practices (EBPs) is essential, but EBPs are not a sure thing.

What Does It Take.....

To move beyond identification



to

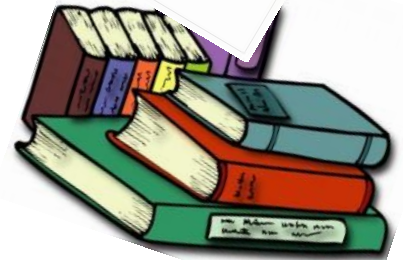


implementation with fidelity?

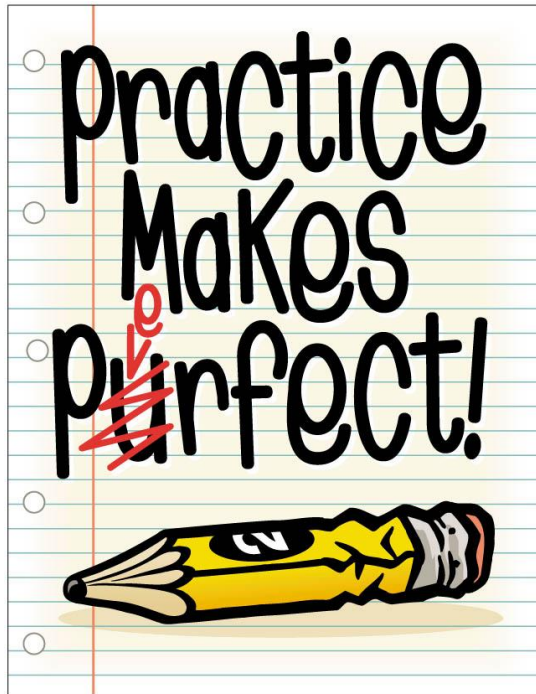
Professional Learning and Development: How Will It (Or Can It) Be Different?

Insanity = doing the
same thing over and over
again and expecting
different results.

—*Albert Einstein*

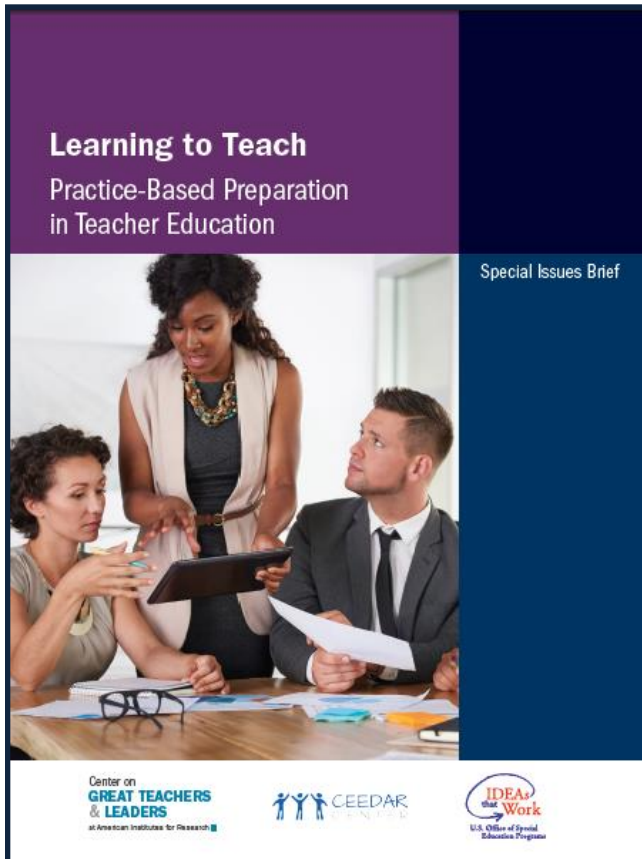


Practice-Based Opportunities



Teachers are provided opportunities to practice what they have learned to reach an expected level of expertise.

Guidance Documents



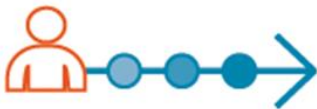
Essential Features of High-Quality Practice-Based Opportunities



Essential Features



Modeling is how teacher educators provide candidates examples of what expert performance looks like in practice.



Spaced learning opportunities are those that offer candidates opportunities to practice the knowledge and skills acquired in coursework over a period of time, that are sustained and repeated, and that are scaffolded to deepen candidate expertise.



Varied learning opportunities are those that provide candidates with opportunities to practice the knowledge and skills they learned in their coursework across varying contexts, with a diverse range of student learners, and with differing degrees of support.

Essential Features



Coaching and feedback opportunities are those in which supervisors provide explicit coaching and constructive feedback as candidates practice the knowledge and skills they acquired in their coursework. The focus of the coaching and feedback is on improving candidates' practice and expertise.



Analyzing and reflecting opportunities are those in which candidates practice the knowledge and skills they acquired in their coursework while engaging in analysis and reflection upon both their practice and their impact on student learning.



Scaffolded practice-based opportunities are those in which candidates apply the knowledge and skills they acquired through their coursework, within teaching experiences that gradually increase in complexity over time with fading support from teacher educators to promote deeper learning of content, improved instructional implementation, and, ultimately, autonomous performance (Pea, 2004).

Learning to Teach

Practice-Based Preparation
in Teacher Education

Special Issues Brief



Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research



PRACTICAL EXAMPLE

Video Analysis



Modeling



Spaced Learning



Varied Learning



Coaching
and Feedback



Analyzing
and Reflecting



Scaffolding

Where

University of Virginia

Who

Dr. Adria Hoffman, Field Placement Coordinator


What

My PreTeachingPartner (MPTP) is a professional development system developed in collaboration with colleagues (e.g., Allen, Pianta, Gregory, Mikami, & Lun, 2011) and is designed to support teachers through video analysis and individualized coaching. Preservice teachers record themselves teaching and are provided high-quality feedback and a structure for how to reflect, revise, and monitor changes to instruction based on feedback.

Practical Examples

Virtual simulations

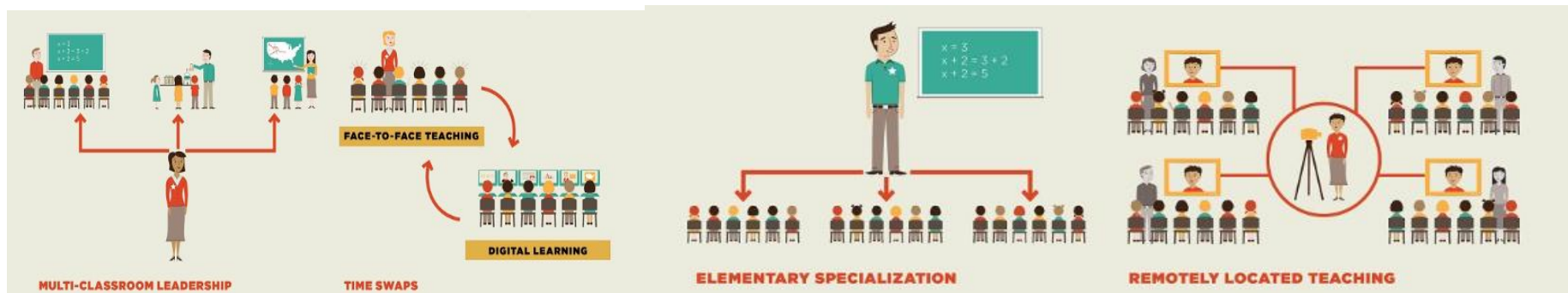
- Candidates are provided an opportunity to teach content and practice in a virtual environment.

PRACTICAL EXAMPLE Virtual Simulation	
	
Where	University of Central Florida
Who	Dr. Lisa Dieker, Professor and Lockheed Martin Eminent Scholar, Developer of TeachLivE™
What	TeachLivE™, an avatar-based learning platform, affords teachers an opportunity to practice teaching content and positive behavior strategies within a virtual environment. In this mixed-reality environment, teacher educators have the ability to personalize a candidate's instructional experience to specific content based on the candidate's learning needs. Teacher educators can adjust the number of students whom the candidate is teaching, the students' characteristics, and the instructional content area being taught. The platform addresses a wide range of content areas, grade levels, and situations, from instruction in middle school science to addressing a crisis prevention situation, or providing instruction to a small group of preschool students with autism.

Essential Features



Public Impact's Opportunity Culture

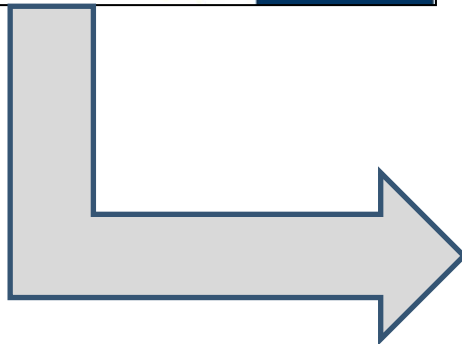


Learning to Teach

A Framework for Crafting High-Quality, Practice-Based Preparation



JUNE 2016



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Table 2: Program Assessment

Use the rubric and guiding questions presented in this table to consider the breadth of practice-based opportunities offered to candidates across their teacher preparation experience in the program.

		Quality Indicators		
		Low Quality	Medium Quality	High Quality
Instructions: To what extent are practice-based approaches, as defined by the three essential features outlined in this table, reflected across the duration of a student's preparation experience?		There is no evidence that the approach is integrated within and across coursework and field experiences. Further examination of course syllabi may be warranted.	There is some evidence that the approach is integrated within and across coursework and field experiences. Further examination of course syllabi may be warranted.	There is strong evidence that the approach is fully integrated across coursework and field experiences. Further examination of course syllabi may not be warranted.
Approach	Questions to Consider			
Focus Description: Critical knowledge and skills essential to effective teaching are targeted across practice-based opportunities, coursework, and field experiences.	<ul style="list-style-type: none"> Have the teacher education faculty identified critical content and pedagogical practices as reflected in teacher standards, and have they reached a consensus on common expectations of instructional practice? Are there demonstrated through-lines in instructional expectations across coursework and field experiences that are scaffolded to build upon content knowledge and skill level? Are the expectations of practice grounded in evidence, and do they reflect practices for a broad range of students (e.g., typically developing learners, students with disabilities, English learners)? Do the identified content and pedagogical practices support candidate capacity to operate effectively within a Multi-Tiered Systems of Support (MTSS) framework? 			

Learning to Teach Framework | Practice-Based Preparation in Teacher Education



Three Key Ideas

Focus is the degree to which opportunities to practice target the critical content and pedagogy identified.

Duration is the length of time that candidates are offered to extend learning and develop mastery of the critical content and pedagogical approaches.

Coherence is the extent to which common expectations of instructional practice are reinforced and advanced throughout and across professional learning opportunities.

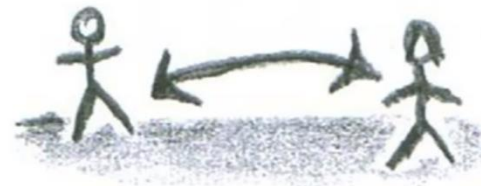
Instructional leadership is tough when a plethora of practices are presented



High Leverage Practices



PERSONALIZED LEARNING



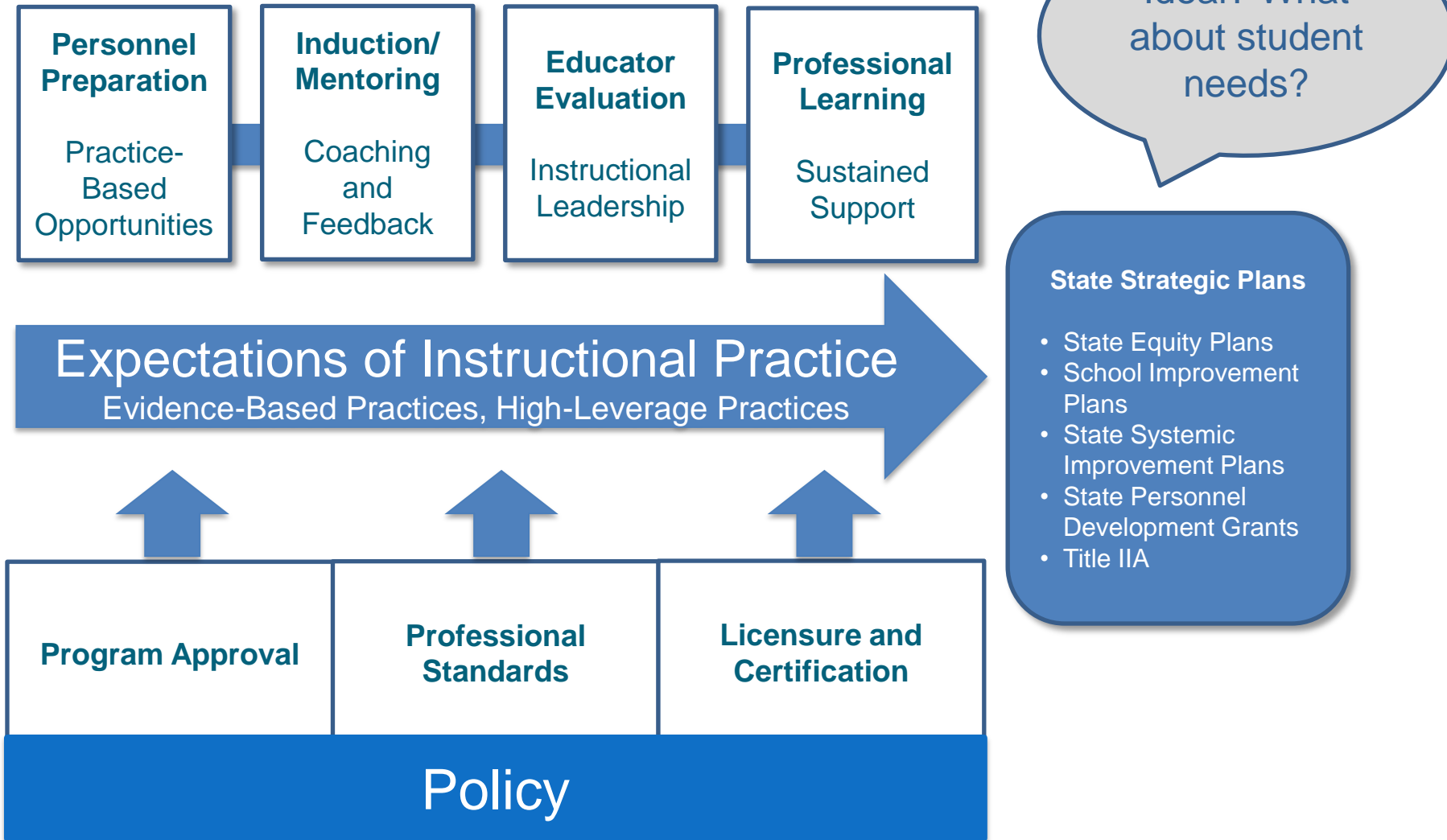
What Does It Feel Like for Teachers?



NO, MAN, MIXED SIGNALS ARE THE BEST.
YOU CAN DO WHATEVER YOU WANT, AND
WHEN IT'S WRONG, IT'S THEIR FAULT.



Consistency in Instructional Expectations



What Works? (Meta-analyses, e.g. Kavale 2005, 2007)

Treatment and Effect Size

- Applied Behavior Analysis (+ 1.00)
- Classroom Organization and Behavior Management + Graphing + Formative Evaluation + Reinforcement (+0.80–1.00)
- Explicit Instruction and Problem Solving (+0.70–1.50)
- Comprehension Strategies (+1.00)
- Mathematics Interventions (+0.60–1.10)
- Writing Interventions (+0.50–0.85)

John Hattie's Effect Sizes

Hattie's Rank-ordered Influences on Achievement...

Influence	ES	Influence	ES	Influence	ES
Collaborative teacher efficacy	1.57	Parental involvement	0.49	Mainstreaming	0.24
Student visible learning	1.44	Small-group learning	0.49	Values/moral education programs	0.24
Piagetian programs	1.28	Questioning	0.48	Competitive vs individualistic learning	0.24
Response to intervention	1.07	Concentration/persistence/engagement	0.48	Programmed instruction	0.23
Teacher credibility	0.90	School effects	0.48	Summer school	0.23
Providing formative evaluation	0.90	Motivation	0.48	Finances	0.23
Micro-teaching	0.88	Quality of teaching	0.48	Religious schools	0.23
Classroom discussion	0.82	Early intervention	0.47	Individualized instruction	0.22
Comprehensive interventions for learning disabled students	0.77	Self-concept	0.47	Visual/audio-visual methods	0.22
Teacher clarity	0.75	Preschool programs	0.45	Comprehensive teaching reforms	0.22
Feedback	0.75	Writing programs	0.44	Teacher verbal ability	0.22
Reciprocal teaching	0.74	Teacher expectations	0.43	Class size	0.21
Teacher-student relationships	0.72	School size	0.43	Charter schools	0.20
Spaced vs mass practice	0.71	Science programs	0.42	Aptitude/treatment interactions	0.19
Meta-cognitive strategies	0.69	Cooperative learning	0.42	Extra-curricular programs	0.19
Acceleration	0.68	Exposure to reading	0.42	Learning hierarchies	0.19
Classroom behavioral	0.68	Behavioral organizers/adjunct questions	0.41	Co-/team teaching	0.19
Vocabulary programs	0.67	Mathematics programs	0.40	Personality	0.18
Repeated reading programs	0.67	Reducing anxiety	0.40	Within-class grouping	0.18
Creativity programs on achievement	0.65	Social skills programs	0.39	Special college programs	0.18
Prior achievement	0.65	Integrated curricula programs	0.39	Family structure	0.18
Self-verbalization and self-questioning	0.64	Enrichment	0.39	School counseling effects	0.18
Study skills	0.63	Principals/school leaders	0.39	Web-based learning	0.18
Teaching strategies	0.62	Career interventions	0.38	Matching style of learning	0.17
Problem-solving teaching	0.61	Time on task	0.38	Teacher immediacy	0.16
Not labeling students	0.61	Psychotherapy programs	0.38	Home-school programs	0.16
Comprehension programs	0.60	Computer-assisted instruction	0.37	Problem-based learning	0.15
Concept mapping	0.60	Adjunct aids	0.37	Sentence-combining programs	0.15
Cooperative vs individualistic learning	0.59	Bilingual programs	0.37	Mentoring	0.15
Direct instruction	0.59	Drama/arts programs	0.35	Ability grouping	0.12
Tactile stimulation programs	0.58	Creativity related to achievement	0.35	Diet	0.12
Mastery learning	0.58	Attitude to mathematics/science	0.35	Gender	0.12
Worked examples	0.57	Frequency/effects of testing	0.34	Teacher education	0.12
Visual-perception programs	0.55	Decreasing disruptive behavior	0.34	Distance education	0.11
Peer tutoring	0.55	Various teaching on creativity	0.34	Teacher subject matter knowledge	0.09
Cooperative vs competitive learning	0.54	Simulations	0.33	Changing school calendars/timetables	0.09
Phonics instruction	0.54	Inductive teaching	0.33	Out-of-school curricular experience	0.09
Student-centered teaching	0.54	Ethnicity	0.32	Perceptual motor programs	0.08
Classroom cohesion	0.53	Teacher effects	0.32	Whole language	0.06
Pre-term birth weight	0.53	Drugs	0.32	Ethnic diversity of students	0.05
Keller's Master Learning	0.53	Enquiry-based teaching	0.31	College halls of residence	0.05
Peer influences	0.53	Systems accountability	0.31	Multi-grade/multi-age classes	0.04
Classroom management	0.52	Ability grouping for gifted students	0.30	Student control over learning	0.04
Outdoor/adventure programs	0.52	Homework	0.29	Open vs traditional	0.01
Home environment	0.52	Home visiting	0.29	Summer vacation	-0.02
Socio-economic status	0.52	Exercise/relaxation	0.28	Welfare policies	-0.12
Interactive video methods	0.52	Desegregation	0.28	Retention	-0.13
Professional development	0.51	Teaching test-taking and coaching	0.27	Television	-0.18
Goals	0.50	Use of calculators	0.27	Mobility	-0.34
Play programs	0.50	Volunteer tutors	0.26		
Second/third-chance programs	0.50	Lack of illness	0.25		

Color Key

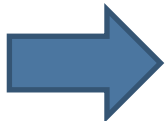
≥ 1.0 ES	< 1.0 ES but ≥ 0.40 ES	< 0.40 ES but ≥ 0.00 ES	< 0.00 ES
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Instructional Practices

Teaching Works HLP (Debra Ball)	Special Educator HLP (CEC Task)	Features of Effective Practices	High Leverage Practices (Heritage/NSC)	Hattie's Visual Learning for Teaching	Marzano's High Leverage Instructional
Making content explicit through explanation, modeling, representations, and examples	Make content, skills and concepts explicit through demonstration/modeling, thinking aloud, representation and examples	Explicit Instruction with Modeling	Learning is supported through diverse methods	Teacher Clarity	Nonlinguistic Rep
Leading a whole-class discussion				Classroom discussion	
Eliciting and interpreting individual students' thinking	Use cognitive, metacognitive, and organizational skills/strategies to support learning		Students engage in metacognition	Comprehensive interventions for learning disabled students (learning strategy instruction)	Summarizing and Notetaking

Instructional Practices

Special Educator HLP (CEC Task)	Features of Effective Practices	High Leverage Practices (Heritage/NSC)	Hattie's Visual Learning for Teaching	Marzano's High Leverage Instructional
Scaffolds are temporary supports provided to students so they can successfully complete tasks that they cannot yet do independently. Teachers select powerful physical, visual, verbal and/or written scaffolds, carefully calibrate them to students' needs in relation to learning tasks, use them flexibly, evaluate their effectiveness, and gradually remove them once students gain increased independence and understanding. Some scaffolds are planned	Sequence skills logically. Break down complex skills and strategies into smaller instructional units. Design organized and focused lessons. Begin lessons with a clear statement of the lesson's goals and your expectations. Review prior skills and knowledge before beginning instruction. Provide scaffold for difficult taskss	*The teacher activates all students' initial understandings of new concepts and skills. * The teacher makes connectionsn explicit between previous learning and new concepts and skills for all students. * The teacher makes clear the purpose and relevance of new learning for all students. * The teacher provides all students opportunities to build on or challenge initial understandings.	Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions. Applications: * Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed. * Ask students to build something using limited resources. This task generates questions and hypotheses about	
Scaffold instruction during lessons.	Systematic Instruction	New learning is connected to prior learning.	Generating and Testing Hypothesis	



Rubric Framework

Step 1: Identify critical skills and pedagogy.

- What skills do teachers need across the tiers?
- EBPs and high-leverage practices
- What is the focus/objectives of the professional learning activities?



Three Key Ideas

Focus is the degree to which opportunities to practice target the critical content and pedagogy identified.

Duration is the length of time that candidates are offered to extend learning and develop mastery of the critical content and pedagogical approaches.

Coherence is the extent to which common expectations of instructional practice are reinforced and advanced throughout and across professional learning opportunities.

Activity Time



Table 2: Professional Learning and Support Assessment

Use the rubric and guiding questions presented in this table to consider the breadth of practice-based opportunities offered to teachers throughout their professional learning and support experiences.



Quality Indicators				
		Low Quality	Medium Quality	High Quality
Instructions: To what extent are practice-based approaches, as defined by the three essential features outlined in this table, reflected across the duration of a teachers professional learning experiences?		There is no evidence that the approach is integrated within professional learning experiences. Further examination of professional learning goals and activities may be warranted.	There is some evidence that the approach is integrated within professional learning experiences.	There is strong evidence that the approach is fully integrated within professional learning experiences. Further examination of professional learning goals and activities may be warranted.
Approach	Questions to Consider			
Focus Description: Critical knowledge and skills essential to effective teaching are targeted across practice-based opportunities, coursework,	<ul style="list-style-type: none"> Have the leadership team and professional development/TA provider identified critical content and pedagogical practices as reflected in identified needs in the SSIP? Are there demonstrated through-lines in instructional expectations across professional learning that are scaffolded 			

Rubric Framework

Step 2: Assess and consider professional development quality.

- To what extent are focus, coherence, and duration reflected in the professional learning events?



Activity Time



	Essential Features						Integration Level			
	Modeling	Spaced	Varied	Coaching	Analysis	Scaffolding	There is no evidence of practice-based opportunities within professional learning experiences	This professional learning experience includes practice-based opportunities that include 1–2 essential features.	This professional learning experience includes practice-based opportunities that include 3–4 essential features.	This professional learning experience includes practice-based opportunities that fully integrate 5–6 essential features.
Professional Learning										
Induction and Mentoring Support – Specific to Literacy Instruction		✓	✓	✓	✓	✓				✓

Questions?



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▶ *Advancing state efforts to grow, respect, and retain great teachers
and leaders for all students*