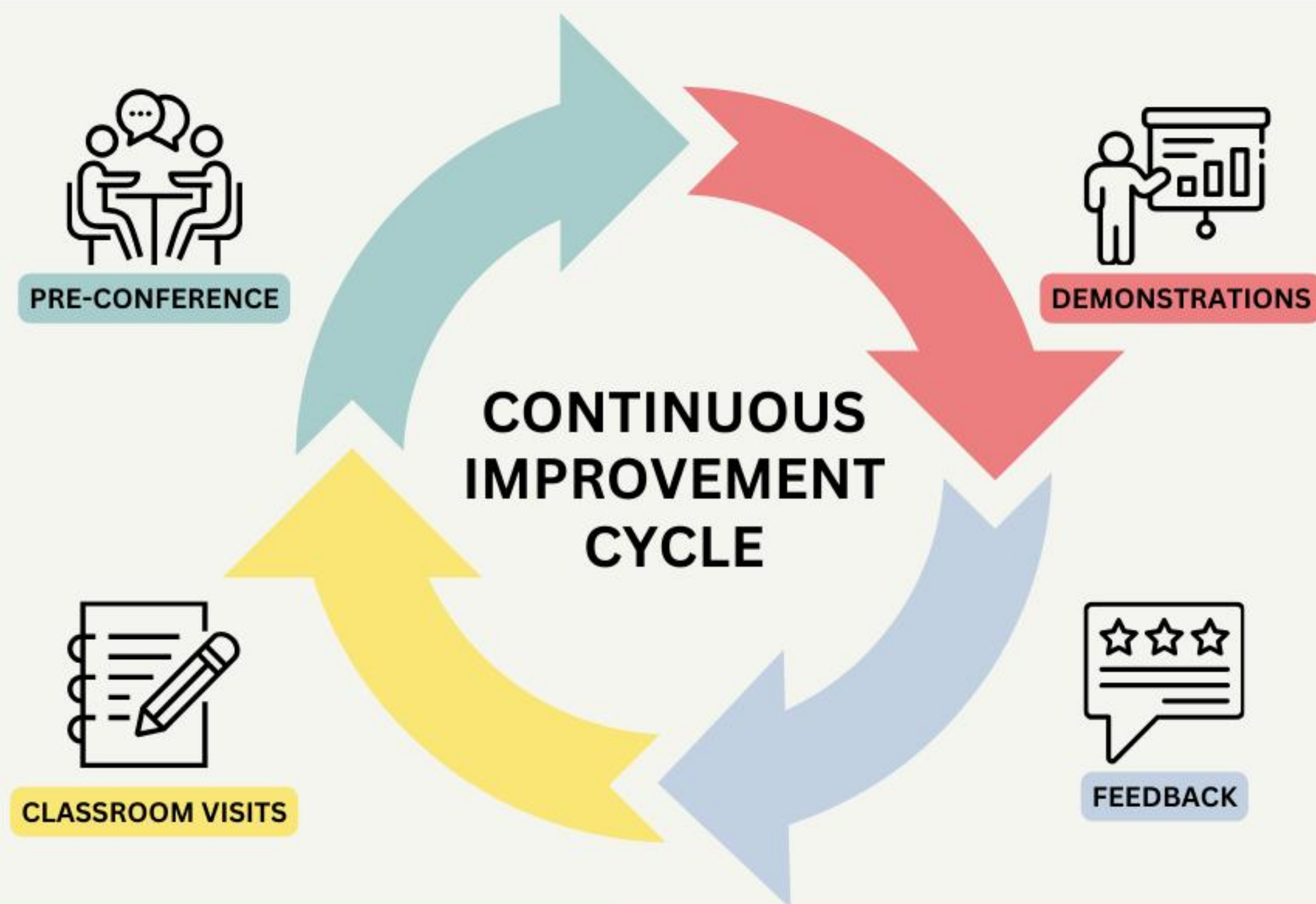


INSTRUCTIONAL COACHING: HOW IT WORKS

Instructional coaching distributes finite resources to teachers based on level of need. Coaching implementation data is used to plan job-embedded group learning opportunities. Some teachers may receive more classroom visits and coaching than others.



Pre-conference meeting between coach and teacher(s) to outline the purpose of the coach's classroom visit, such as observing pace of instruction, a specific decoding routine, or small group instruction.

Demonstrations in the classroom are usually the starting point of coaching, with the coach modeling or co-teaching prior to visiting the classroom.

Classroom visits are used to collect data on teacher implementation to guide feedback. Visits are always non-evaluative.

Feedback is given as close to the observation as possible, with a formal debrief between coach and teacher, and may include goal-setting and scheduling further observations.

For more information, visit improvingliteracy.org.



The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: H283D210004). The opinions or policies expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. Copyright © 2024 National Center on Improving Literacy.