# Effective Instruction Collaborative

August 26, 2025

## Agenda

- New resources and events

- Using and adapting instructional coaching to support teaching and student learning

    - Summary of coaching research

    - Why and how to adapt coaching

- Next steps

# Resources and Events

# Principal Navigator: Strengthening Services for Students With Disabilities

- Co-developed by Lead IDEA, PROGRESS, and NCII

- Toolkits with short-, medium-, and long-term solutions, resources, practical examples, and IDEA considerations for two issues:

  - Missing the Mark: Decisions without Data

  - High-Intensity Needs: Student Challenges

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# Beating the Odds: Learning From Grade K–8 Schools Outperforming Expectations for Students With Disabilities

The PROGRESS Center investigated lessons learned from successful schools. This report summarizes key findings including:

| Essential Elements | Facilitators |
|---|---|
| • Student belonging<br>• Evidence-based general education instruction and supports<br>• Individualized instruction and supports<br>• Staff collaboration<br>• Educator supports | • Effective leadership<br>• High expectations<br>• Data literacy<br>• Family engagement<br>• Collective efficacy |

# Using and Adapting Instructional Coaching To Improve Teaching and Student Outcomes

# Poll

- Q1: Did you or a colleague participate in the 2023 and/or 2024 coaching shared interested group (SIG) in the Evidence Based Practices Collaborative?

- Q2: Does your state use instructional coaching to improve outcomes for students with disabilities?

**In the Chat/Microphone:**
**Tell us who is coached and to what end (i.e., the goal).**

**Example:**
**Grade 3 teachers participate in instructional coaching as part of SPDG/SSIP.**

**How can instructional coaching support teacher practice change and student achievement?**

# Why Instructional Coaching? Improvement in Implementation

| Professional Development Components | Knowledge Development | Skill Development | Implementation in the Classroom |
|---|---|---|---|
| **Training** <br> Presentation of Theory | 85% | 15% | **5-10%** |
| **Training** <br> Demonstrations by Trainer | 85% | 18% | **5-10%** |
| **Training** <br> Opportunities to Try the Practice and Receive Feedback | 85% | 80% | **10-15%** |
| **Coaching** | 90% | 90% | **85-90%** |

Source: Adapted from Joyce and Showers, 2002

# Why Instructional Coaching? Improvement in Teacher Practice & Student Outcomes

- Pooled effect size of 0.49 Standard Deviation (SD) on improvement in teachers' instructional practices

  - Content-specific coaching (0.51 SD)

  - General pedagogical coaching (0.47 SD)

- Pooled effect size of 0.18 SD on student achievement

  - Reading specific coaching (0.18 SD)

  - General coaching (0.07 SD, not significant)

Source: Kraft, Blazar, & Hogan (2018)

# Other Insights from Kraft and Colleagues (2018)

- Virtual coaching can be just as effective as in person coaching.

    – See https://ies.ed.gov/ncee/WWC/study/85762 for more information on virtual coaching.

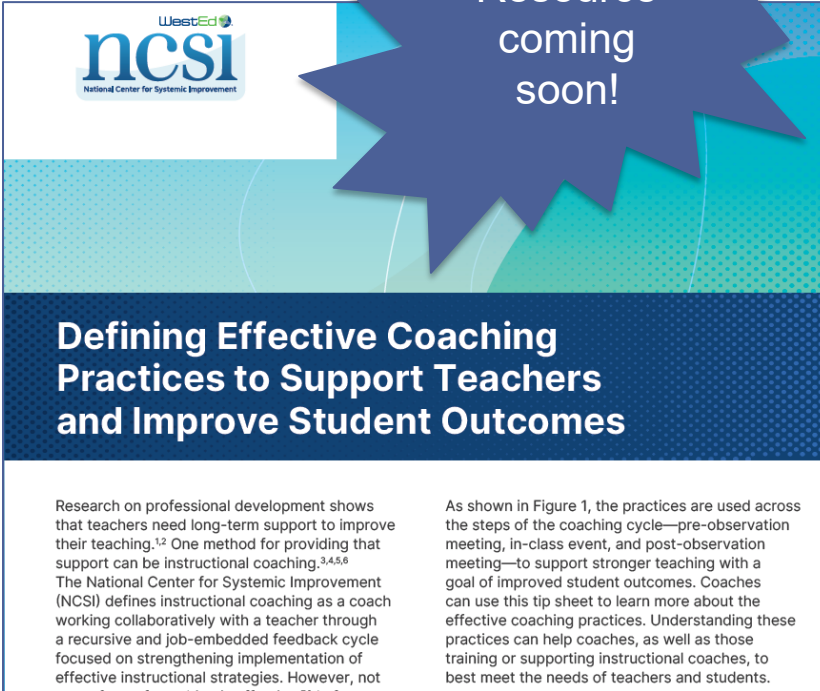- Quality matters more than quantity.

<u>Chat/Microphone:</u>

**From the information shared on coaching, what is new and what did you already know?**

**Instructional coaching can be beneficial, but not all coaching is the same.**

# Effective Coaching Practices

- Alliance strategies

- Observation

- Modeling

- Performance feedback

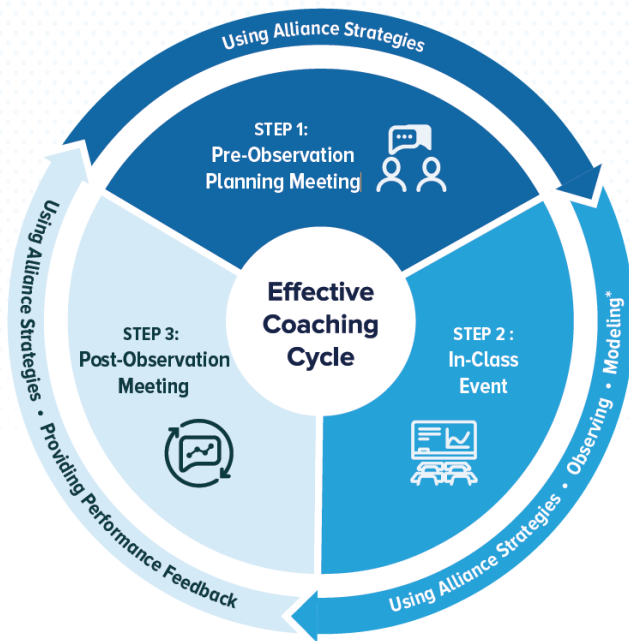Resource coming soon!

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## Defining Effective Coaching Practices to Support Teachers and Improve Student Outcomes

Research on professional development shows that teachers need long-term support to improve their teaching.[1,2] One method for providing that support can be instructional coaching.[3,4,5,6] The National Center for Systemic Improvement (NCSI) defines instructional coaching as a coach working collaboratively with a teacher through a recursive and job-embedded feedback cycle focused on strengthening implementation of effective instructional strategies. However, not

As shown in Figure 1, the practices are used across the steps of the coaching cycle—pre-observation meeting, in-class event, and post-observation meeting—to support stronger teaching with a goal of improved student outcomes. Coaches can use this tip sheet to learn more about the effective coaching practices. Understanding these practices can help coaches, as well as those training or supporting instructional coaches, to best meet the needs of teachers and students.

# Applying Effective Practices in a Coaching Cycle



* Modeling happens at coach's and teacher's discretion. It may not be necessary during each in-class event.
*Adapted with permission from Pierce & St. Martin, 2022[1]*

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# Coaching Specially Designed Instruction (SDI)

- **Pre-observation meeting *(Alliance Strategies)*:** Discuss the teacher's goals for instruction and student learning.

- **In-class event:** Coach ***observes the*** teacher deliver SDI and student response to the instruction provided.

    – Coach ***models*** when the teacher omits critical steps of the SDI.

- **Post-observation feedback session:** Discuss the teacher's delivery of SDI and impact on students; coach shares ***performance feedback.***

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**Even instructional coaching that is grounded in research can be poorly implemented.**

# Milestones for Strategically Implementing Coaching

- Milestone 1: Define coaching.

- Milestone 2: Offer professional learning for coaches.

- Milestone 3: Collect and use coaching data.

**"Thumbs up" or chat "Yes" if your state has accomplished any of these milestones.**

How can your state adapt instructional coaching to address teaching needs outside of the walls of a classroom?

# The Need: Setting Measurable Annual Goals and Monitoring Student Progress

- Sheila is the case manager/lead special education teacher for thirty students with disabilities and has been teaching for over five years.

- She is working with a new special education team of teachers to develop and implement students' individualized education programs (IEPs).

- The SEA and the district special education director want to help the team write better measurable annual goals within each IEP and monitor student progress towards goals. The director is considering coaching, but unsure of next steps.

**Chat/Microphone:**

**How would you adapt instructional coaching to support Sheila and the IEP team?**

**What role can Shelia play to support the team?**

# "Coaching" to Set Measurable Annual Goals within the IEP

- **Alliance strategies:** Coach uses alliance strategies when working with the teachers to build rapport and trust and clarify expectations.

- **Observation:** Coach reviews the IEP goals the teachers have written.

- **Modeling:** Coach shows and/or use guided practice to show the teachers how to analyze data and set measurable annual IEP goals.

- **Performance Feedback:** Coach provides feedback to the teachers based on IEP goals they developed.

# "Coaching" to Measure Student Progress Towards Annual Goals

- **Alliance strategies:**  Coach continues to use alliance strategies when working with the teacher(s) to build rapport and trust and clarify expectations.

- **Observation:** Coach meets with the special education teacher(s) to review goals and student progress monitoring data.

- **Modeling:** Coach may show and/or use guided practice to show the teacher(s) how to graph and analyze progress monitoring data to determine if the student is demonstrating expected growth.

- **Performance Feedback:** Coach provides feedback on the teacher(s)' analysis of data.
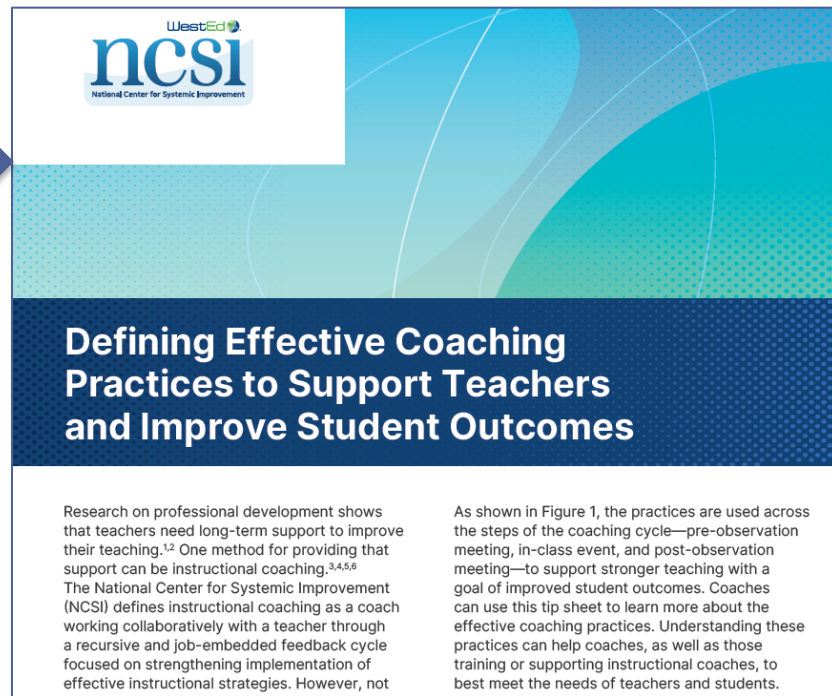
# Recommendations for Using an Adapted Version of Instructional Coaching

# Recommendations

- Ensure the adapted version of coaching includes effective practices.

- Strategically implement the adapted version of coaching.



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**Defining Effective Coaching Practices to Support Teachers and Improve Student Outcomes**

Research on professional development shows that teachers need long-term support to improve their teaching.[1,2] One method for providing that support can be instructional coaching.[3,4,5,6] The National Center for Systemic Improvement (NCSI) defines instructional coaching as a coach working collaboratively with a teacher through a recursive and job-embedded feedback cycle focused on strengthening implementation of effective instructional strategies. However, not

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# Milestone 1: Define the Adapted Version of Coaching

- Who are the coaches and who will be coached?

- What is the goal of coaching?

- What are the practices coaches use?

**Coaches may be:**
State staff, consultants, IHE partners, and/or regional, district, or school staff

**Pro tip:**
Align coaching definitions across the state agency and within other initiatives.

# Milestone 2: Offer PL for the Adapted Version of Coaching

- In the relevant subject matter and in coaching

  - Avoid assuming subject-matter experts know how to coach.

- Leverage existing PL for coaches.

> **Pro tip:**
> **Clarify how the adapted version of coaching is and is not the same as instructional coaching.**

## Milestone 3: Collect/Use Data on the Adapted Version of Coaching

- Start with simple collection methods (i.e., logs v. direct observations).

- Collect data on the questions you want to answer.

**Pro tip:**

If you collect data, use it!

FIGURE 1. Teacher-Coach Feedback Form

1. Think about our *communication*.
What was helpful? How could we improve?

2. Think about your *teaching goal*.
What have you accomplished?

3. Think about the *coaching practices* used and any *resources* provided to you.
What was helpful? How can I be more helpful?

Source: Pierce (2019)

# Let's Talk

- Where do you see a need for an adapted version of coaching?

- What are you currently doing with respect to using an adapted version of coaching?

- If you aren't using an adapted version of coaching, what would you need to get started with this to supplement the state's existing TA/PD system?

- What information from today's session stands out to you the most?

# Interested in Further Exploring Coaching?



**Email your TA Liaison or the EI Leads at ncsi-ei@wested.org**



**Check out NCSI's suite of coaching materials!**

# Share Your State's Coaching Materials After this Session!
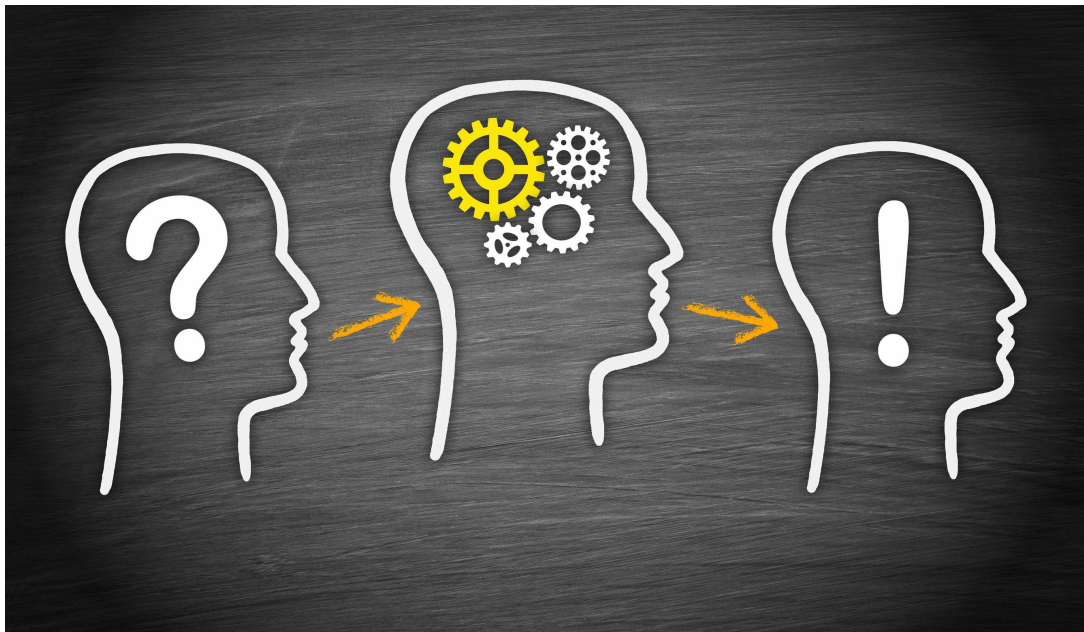
# Next Steps

# Next Meeting

- Tuesday, September 23, 11:30-12:30 Eastern

- Topic: SEA levers for supporting IEPs that drive effective instruction

- Questions or thoughts?

  – Reach out to us at [ncsi-ei@wested.org](mailto:ncsi-ei@wested.org)

# Thank You

WestEd is the lead organization for NCSI. For more information about the work of WestEd, NCSI, and their partners, please visit www.ncsi.wested.org and www.wested.org

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