Coaching for Success:
Get Ready (Learning Targets)
Get Set (Intentional Listening)
Go! (Feedback)

Jeane M. Joyner
joynerj@meredith.edu
Coaches Make a Difference
Coaching has potential to shape effective classroom practices

• Educational coaching, like formative assessment, is linked with increased student scores and greater teacher satisfaction

• Interactions between coaches and teachers parallel many ‘best practices’ interactions between teachers and students
Coaches often take different roles and each role has importance

- Cheerleader
- Guide
- Mentor
- Critical Friend
- Collaborator

- Co-teacher
- Advocate
- Facilitator of PLCs
- Liaison: Teachers to Administrators
Successful coaches possess experiences that are valuable

• Knowledge of mathematics and pedagogical content knowledge
• Knowledge of how people learn – adults as well as students
• Skills in working with other adults
• Flexibility to make adjustments to meet the different needs of others
Coaching for success requires knowledge of content

Successful coaches possess...

• Knowledge of mathematics and pedagogical content knowledge
  – They learn even as they teach
  – They continually read, study, and observe

• Knowledge of how people learn
  – By seeing, hearing, touching and doing
  – By self-assessing and planning, building on experiences, seeing relevance, engaging in discussions and reflection
Coaching for success requires skills and flexibility

Successful coaches also possess...

• Skills in working with other adults
  – They establish a positive environment for collaboration
  – They don’t try to “fix” teachers

• Flexibility to make adjustments to meet needs of different colleagues
  – Adults’ experiences often instill biases
Common key features help define effective classroom coaching

- Mutual respect and trust
- Desire to support student learning
- A purpose and goals for interactions
- Collaboration rather than evaluation
After NCSM 2016, what?
Coaching Suggestion: Reinforce these powerful, under-utilized practices

• Develop **clear learning targets**

• Plan for and practice **intentional listening**

• Craft **actionable feedback** that moves learning forward
Clear learning targets describe the desired destinations of lessons

- *Standards* identify broad unit or year-long goals and *learning progressions* offer guidance for planning *units* that organize content into groups of lessons

- *Learning targets are goals of daily lessons* – they are the desired student destinations
You remember the story about the little seahorse who went to seek his fortune...

The moral of the story is “If you don’t know where you are headed, you may end up someplace else and not even realize it.”
More specifically, learning targets may be defined as ...

- Statements of what students are to learn and evidences of accomplishment
- Achievement expectations for students on the path toward mastery of larger goals and standards
- Evidence of what learning looks like
- Road maps for daily instruction
What’s frequently lacking? Clarity about student outcomes

Teacher plans

- Activate activity: With partners students create Venn Diagrams to show what they remember about measures of center
- Groups share: review how to identify and calculate mean, median, and mode
- Do odd number problems on pg. 78; discuss student choices of measures for each situation
Coaches: Encourage teachers to focus more on learning targets

• What type of knowledge and understandings do I want to focus on – facts, concepts, skills and procedures, reasoning and proof, problem solving and applications?

• Am I prepared to communicate to students what I expect?
Coaches: Share questions such as these to clarify learning targets

- What do you expect students to learn?
- How are they going to learn it?
- How will you know when they have learned it?
- How will they know when they have learned it?
- How will you respond when they don’t?
- How will you respond when they do?
Coaches: Help teachers relate lesson plans to student outcomes

<table>
<thead>
<tr>
<th>Teacher’s plans</th>
<th>Student outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Activity to activate prior knowledge - students create Venn Diagrams relating measures of center</td>
<td>• Students share what they remember; define terms and processes</td>
</tr>
<tr>
<td>• Groups share Venns; review terms and how to calculate mean, median, and mode</td>
<td>• Students choose mean, median, or mode to interpret data in context and justify choice, explaining how different measures may lead to different conclusions from the same data</td>
</tr>
<tr>
<td>• Do odd numbers pg. 78; discuss student choices, justifications</td>
<td></td>
</tr>
</tbody>
</table>
Coaches: Suggest teachers begin lesson plans with the end in mind

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Teacher’s planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What should students know and be able to do</td>
<td>• Articulate learning targets; plan tasks, questions, homework</td>
</tr>
<tr>
<td>• Stated in student-friendly language</td>
<td>• Decide how to introduce lesson</td>
</tr>
<tr>
<td>• Includes mileposts and a view of how the learning target fits into a bigger mathematical picture</td>
<td>• Determine flow of lesson</td>
</tr>
<tr>
<td></td>
<td>• Decide assessment and/or closure</td>
</tr>
</tbody>
</table>
Turn and talk

• What opportunities are there in your schools to strengthen instruction and formative assessment by articulating clear learning targets for daily lessons that are richer than simply listing the standard?

• How can the practice of clearly defining outcomes (learning targets) strengthen your own work?
Coaching Suggestion: Reinforce these powerful, under-utilized practices

- Develop clear learning targets

- Plan for and practice **intentional listening**

- Craft **actionable feedback** that moves learning forward
Intentional listening begins with thinking about what to listen for

- Intentional listening goes beyond focusing on whether answers are correct or incorrect
- Intentional listening happens when teachers are actively working to make sense of what students are saying
Plan for and practice **intentional listening throughout instruction**

*Intentional listening* happens

- As students are working
- During group and class discussions
- When following up on student work
- In one-on-one student interviews
Intentional Listening happens as students are working

- What vocabulary do I want or need to hear?
- What explanations are important?
- What evidence of understanding am I listening for as students talk with each other?
- What influence may clear learning targets have on conversations?
Intentional Listening happens during group and class discussions

- Listening to understand often results in asking students to clarify, “Say a bit more” or “Please elaborate”
- Wait time becomes essential
- Teachers talk less, but listen more
Coaches: Consider talking through potential misconceptions

• Planning helps teachers be more prepared to listen for misconceptions, common errors, or unproductive paths

• For example, If a student says 86 is the median in this set of data (56, 86, 75),
  – Did student just forget to order data?
  – Does student not know data must be ordered?
Coaches: Reinforce importance of environment to support discussion

• Student mistakes mean they haven’t learned something yet; teachers need to probe to uncover thinking

• Intentional listening includes asking questions to clarify thinking behind both incorrect and correct answers
Intentional Listening happens during follow-up of student work

- Focus is on understanding student’s thinking; often will be a 2-3 minute desk-side conversation as others are working
- Allows teachers to probe specific issues
- Provides support for students having difficulties
Intentional Listening happens in one-on-one student interviews

• Difficult to schedule, but usually revealing
• Sample three or four from classes
• Opportunity to probe: ex., is a procedure memorized but not clearly understood or can student tell how $y$ and $n$ are related in the equation
Students do apply algorithms - their own as well as standard

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>53</td>
<td>18</td>
<td>38</td>
</tr>
<tr>
<td>14</td>
<td>19</td>
<td>26</td>
<td>78</td>
</tr>
<tr>
<td>26</td>
<td>47</td>
<td>34</td>
<td>27</td>
</tr>
<tr>
<td>112</td>
<td>137</td>
<td>133</td>
<td>153</td>
</tr>
</tbody>
</table>

• Student’s dilemma: Why are some marked wrong and some are correct when I did the same thing each time?
Coaches: Encourage teachers to prepare questions ahead of time

• While making lesson plans or reviewing student work, write questions specific to the mathematics

• Avoid giving away too much information in wording the questions

• Note key ideas that indicate understanding
Coaches: Observing “body language” goes with intentional listening

• Listening intentionally and observing body language give real time feedback about student understanding that allows teachers to make in-the-moment adjustments to instruction

• Helps teachers provide interventions before misconceptions become habits
Pause and ponder

• How can the practice of listening intentionally strengthen your own work with colleagues?

• What opportunities are there in your schools to strengthen instruction and formative assessment by focusing greater attention on listening more carefully to students?
Coaching Suggestion: Reinforce these powerful, under-utilized practices

- Develop clear learning targets
- Plan for and practice intentional listening
- Craft actionable feedback that moves learning forward
Actionable feedback is about the student’s work - not the student

• Actionable feedback helps students understand what part of their work is correct, what needs work, and how changes in their thinking might happen

• It inform students about where they are in the process of moving from “not knowing” to “being proficient” with mathematics content
Actionable feedback provides ways students can improve work

• Students become more self-sufficient as feedback highlights work well done so that it can be replicated or points to areas of weakness

• Grades are a form of feedback that is evalulative but gives no indication of how to improve work
Actionable feedback to class or students may take several forms

• There is not “one right way” to provide feedback to students
• Much feedback is oral - to the class or small groups or to individuals
• It’s often given in the form of questions to focus or refocus a student’s attention or encourage the student to rethink a mistake
Actionable feedback is best when it is specific to the task or situation

- Feedback written/given to individuals is likely to be the most critical
- Best when suggests a pathway for the student to rethink and correct the error
- Guides student thinking but does not replace student thinking with the teacher’s thinking
Exit cards, one-item assessments open the door to group feedback

• Exit cards, one-item assessments and strategies like “My Favorite No” provide opportunities for teachers to point out more productive pathways or for students to be resources for each other

• Discussions about specific mathematics move learning forward as students compare their responses (no names!)
Feedback that is helpful but not directive is hard to craft

• *Remember to line up the decimal points before adding or subtracting* (helpful but directive)

• *How can you use what you know about place value to determine if your answer to the task makes sense?* (less directive)
Feedback that is helpful but not directive is hard to craft

Student correctly computes areas of square and circle but starts with incorrect values
• The formulas are correct, but how did you decide what numbers to substitute in the formulas?

Student has errors in work
• Four of the solutions are incorrect; find these problems and correct them
Coaches: Encourage discussions about actionable feedback

• Most of us need practice giving actionable feedback; when answers are incorrect, we need to guide without directing.
• Examining student work with colleagues is an opportunity to plan feedback.
• Our goal is to guide and support the development of students’ mathematical thinking – not just to have students get correct answers.
Encourage “feedforward” to inform learning, responsibility

• Use “feedforward” to alert students to what needs attention (*be sure to label*) or to what they need to think about (tomorrow’s lesson is on symmetry)

• But be careful to avoid shortcuts that become rote practices without understanding
Get ready, Get set, and Go! Consider these powerful practices

- Develop **clear learning targets**
- Plan for and practice **intentional listening**
- Craft **actionable feedback** that moves learning forward
Selected Resources

• Edwards, Jenny. Cognitive Coaching\textsuperscript{SM}: A Synthesis of the Research

• Joyner, Jeane M. and George W. Bright, \textit{INFORMative Assessment Practices to Improve Mathematics Achievement, Middle and High School}. Math Solutions (Learning Targets Chpts. 2-3; Intentional Listening Chpt. 4, Feedback Chpts. 7 and 9)

• National Council of Teachers of Mathematics, \textit{Principles to Actions, Ensuring Mathematical Success for All}

• National Council of Supervisors of Mathematics, JUMP START modules,
  \url{https://www.mathedleadership.org/resources/jumpstart/index.html}

• Wiliam, Dylan, \textit{Embedded Formative Assessment}. Solution Tress Press
NCSM would like for you to rate this session using the NCSM APP

Thanks!
Coaching for Success:
Get Ready (Learning Targets)
Get Set (Intentional Listening)
Go! (Feedback)

Jeane M. Joyner
Meredith College
Raleigh, NC
joynerj@meredith.edu